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ABSTRACT

The purpose of this report is to assess the student's satisfaction with the college's academic offerings, services, facilities, policies, and practices in Waukesha Technical College and the results may be used to guide college wide and department improvement efforts. The questionnaire was administered to students in 125 courses and 1,451 forms were analyzed. The following are some of the key findings of the report: (1) the WCTC students used parking facilities, cafeteria/food services, student health services, and job placement services more often than the normative group; (2) "courses of interest" is the number one reason that WCTC students elected to enroll at WCTC followed by "could work while attending" and "convenient location"; (3) when asked, "If you could start college over, would you choose to attend the WCTC?" about 64% said probably and definitely in 1999 and 2002; and (4) 78% of WTCC students rate the overall quality of education and either good or excellent. The data indicates that when the WCTC makes an effort to make improvements to its services, facilities and processes, students take notice. The document provides tables and graphs that chart the ratings on the college in 1999 and 2002. Contains numerous graphs and tables. (MZ)

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ED 482 168

Internal Report

Student Opinion Survey

2002 Findings and Comparisons between the 2002 and 1999 Studies

March 2003

Prepared by:
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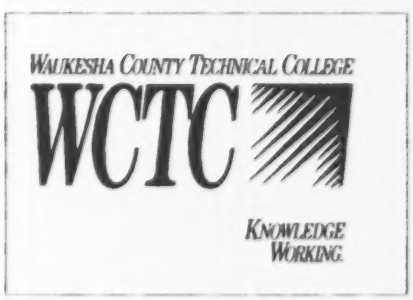
262-691-5424



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Student Opinion Survey
Administered November 2002

Introduction

Purpose

The ACT Student Opinion Survey questionnaire, also referred to as the "Student Climate Survey" was designed to assess students' satisfaction with the college's academic offerings, services, facilities, policies, and practices. The results may be used to guide college-wide and department improvement efforts. The same questionnaire was administered to students in 1999; therefore, in addition to being able to compare how our students' opinions differ from those attending other two-year technical and community colleges, we are able to compare how our students' perceptions have changed over three years.

Method

The questionnaire was administered to students during the week of November 3, 2002, which was the same time frame as the 1999 study. Students representing a stratified sample of 127 daytime and evening credit classes across all academic program areas were selected to be surveyed, including those enrolled in ATC and Apprenticeship courses. Attention was made to select courses spanning all program semesters. Surveys were returned representing 125 courses; a total of 1,451 forms were submitted for analysis.

Students were asked to indicate whether they used a list of services and to rate the quality of those services on a 5 point scale where 1 represents very dissatisfied, 3 is neutral and 5 indicates very satisfied. The same scale was used for various aspects of the college environment (i.e., academic, admissions, registration, policies, facilities, registration, and the general environment). This year's survey also included 29 additional questions developed by WCTC staff to assess a variety of pertinent issues that were not included in the standard ACT instrument. Students were encouraged to make comments and suggestions for improving the college at the end of the form.

Prior to sending the forms to the ACT Educational and Social Research company, WCTC's Research and Evaluation Services classified staff typed the student comments omitting every name that referenced a staff person; however, names of departments, services and staff occupational titles were maintained.

The ACT company scanned the forms and analyzed the 2002 survey data. The company generated four statistical reports: a graphical summary and a statistical summary of student characteristics and their satisfaction ratings; a report of statistical comparisons between WCTC and other two-year colleges (normative data); and a detailed analysis of the findings broken down by a number of factors (i.e., program area of study; full-time/part-time enrollment status; ethnic background; G.P.A., etc.).

Results

This report includes four sections of results.

- The remainder of this Introduction summarizes key differences between WCTC students and the national comparison group (norms), including the results for some questions that are not presented in later parts of the report.
- Part I prepared by ACT, presents a graphical comparison of WCTC and national student characteristics and their satisfaction ratings for most questions included in the 2002 study.
- Part II presents the responses to the additional questions developed by WCTC staff.
- Part III presents comparisons between our 1999 and 2002 survey administration and indicates where statistically significant differences exist between the 2002 WCTC sample and the national norms.

WCTC 2002 Sample Characteristics

There are a number of differences in the characteristics between WCTC students and the national sample of students representing two-year public and private technical and community colleges; differences which could account for some of the disparity in their perceptions. Some of these differences are presented graphically in Part I of this study.

AGE	The WCTC sample includes fewer students 19 or under (20%) than the national sample (29%) and more students (21%) ages 40-61 than the national sample (11%).
ETHNIC	The WCTC sample includes fewer (2%) African Americans than the national group (12%) and more white Caucasians (84% versus 70%).
GENDER	WCTC includes a better balance of males (53%)/females (47%) than the national group males (39%)/ females (60%).
MARITAL STATUS	WCTC's sample has more married students (32% versus 24%).
ENROLLMENT STATUS	WCTC has more part-time students (43.3% versus 30% in the national norms).
PROGRAM STATUS	WCTC has fewer program undecided students (4.1%) than nationally (8.6%).
PURPOSE FOR ENTERING	The questionnaire asked students to indicate their primary purpose for entering WCTC. The results have not changed much since 1999. Among the students who were selected for participation in this study (all were enrolled in credit courses), approximately 62% were attending to complete an associate degree or vocational/technical program (see table below). In 1999, our sample included a few students taking courses at the Waukesha campus.

As seen below, compared to national norms, far fewer WCTC students were planning to transfer to a four-year institution (about 8% for WCTC compared to 35% nationally).

2002 %	What was your reason for entering WCTC?	1999 %
2.1	No definite purpose in mind	1.5
3.7	To take a few courses for self-improvement	6.3
6.5	To take a few job-related or job-required courses	8.1
1.6	To take courses necessary for transferring to a 2-year college	1.4
8.2	To take courses necessary for transferring to a 4-year college	7.2
19.0	To complete a vocational/technical program	16.2
10.5	To obtain or maintain a certification	6.4
44.9	To obtain an associate degree	47.9
3.4	Other	4.9

Summary of Key 2002 Findings

Satisfaction ratings compared to national norms
Please refer to Parts I and III for details concerning these summary statements.

SERVICES WCTC students were statistically less satisfied than the national comparison group (norms) with 9 of 20 college services and more satisfied with 4 of the services. In general, fewer WCTC students use student services.

ACADEMIC WCTC students were statistically less satisfied with 5 of 12 academic aspects of the college and more satisfied with one aspect (the variety of courses offered). However, it was reassuring to learn that some key academic aspects of the college (e.g., attitude of teaching staff and quality of instruction) were rated as some of the best attributes of WCTC.

PROCESSES WCTC students were statistically less satisfied with 4 of 5 factors related to Rules and Regulations, all 5 aspects of the Admissions process and all 4 aspects of Registration.

FACILITIES WCTC students were statistically *more* satisfied with 8 of 10 aspects of our facilities and statistically less satisfied with one aspect (student housing).

GENERAL ISSUES Students were statistically less satisfied with 6 of 8 general climate factors.

Student climate monitoring factors
One of the college's Quality Teams, the Data Team Subcommittee on Student Climate, identified five key aspects of the college to monitor for quality:

1) Attitude of the teaching staff toward students
2) Attitude of the college non-teaching staff toward students
3) Concern for you as an individual
4) Overall impression of the quality of education at this college
5) Whether students would choose WCTC again, if they were starting over.

The performance targets established for these five monitoring criteria are: Student ratings will be *above* the national norms (50th percentile) **and** will be at 4.0 or above (on a 5 point scale were 4 represents satisfied.)

Although the average student ratings were above 4.0 for two of the monitoring variables, "Attitude of the teaching staff toward students" and "Overall impression of the quality of education at this college," our ranking was not above the 50th percentile (i.e., the national average), and thus we did not reach our target. We also fell short of reaching the target for the three other factors.

Use of College Services

WCTC allocates substantial resources to offering a wide variety of student services. In addition to asking students to rate their satisfaction with a list of college services, the questionnaire asked students whether they *used* each service. The findings revealed a number of statistically significant differences between WCTC students and the normative sample. As briefly mentioned above, in general, WCTC students use services less often than students from other two-year colleges.

WCTC students used these services *more* often than the normative group:
- Parking Facilities and Services: 81% for WCTC versus 79% nationally
- Cafeteria/Food Services: 55% versus 47%
- Student Health Services: 15% versus 7% (twice as often!)
- Job Placement Services: 11% versus 8%

Our students used these services *less* often:
- Computer Services: 53% for WCTC versus 61% nationally
- Library/Learning Resources Center Facilities and Services: 52% versus 68%
- Academic Advising/Course Planning Services: 46% versus 59%
- College Orientation Program: 29% versus 37%
- Personal Counseling Services: 11% versus 13%
- Financial Aid Services: 33% versus 51%
- College-Sponsored Social Activities: 8% versus 16% (half as often!)
- Recreational and Intramural Programs and Services: 8% versus 11%
- Student Employment Services: 8% versus 10%
- Cultural Programs and Activities: 6% versus 10%

- College-Sponsored Tutorial Services: 7% versus 17%
- Credit by Examination (PEP,CLEP,ETC.): 5% versus 8%
- Resident Hall Programs and Services: 4% versus 7%

There were no significant usage differences between WCTC and the national group for these:
- Vocational Guidance/Career Planning Services: 18% for WCTC versus 20% nationally
- Day Care Services: 5% versus 4%
- Veterans Services: 5% versus 6%

Comparisons between the 1999 and 2002 studies

The following tables provide comparisons between the 1999 and 2002 survey findings.

The major reason WCTC students elected to enroll at WCTC

As seen in Table 1, "courses of interest" remained the top reason why students came here in both 1999 and 2002, far above all of the other 11 reasons. However, when this data is analyzed by program area and other factors, differences do occur. Since the college allocates considerable resources to recruit students, a detailed discussion of some of those differences follows. (Additional detailed information may be obtained by contacting Research and Evaluation Services.)

Table 1

3 = Major Reason, 2 = Minor Reason, 1 = Not a Reason				
2002		**For each factor, indicate whether it was a major, minor or not a reason you selected WCTC.**	1999	
Rank	Mean		Rank	Mean
1	2.72	**Offered the courses I wanted**	1	2.72
2	2.28	Could work while attending	2	2.37
3.5	2.21	Convenient location	3	2.24
3.5	2.21	Low cost of attending	4	2.23
5	2.11	Good chance of personal success	5	2.19
6	2.07	Good vocational or academic reputation	6	2.12
7	1.64	Liked the size of the college	7	1.66
8	1.55	Availability of scholarship or financial aid	8	1.41
9	1.44	Like the social atmosphere	9	1.41
10	1.34	Advice of parents or relatives	10	1.37
11	1.27	Advice of high school counselor, teacher, principal	11	1.26
12	1.11	Wanted to be with friends	12	1.11

As mentioned above, having **courses that students want** was the major reason most students (72%) enrolled at WCTC; however, it truly stood out as the reason among those enrolled in Automotive programs (90%) and in Allied Health programs (82%).

WCTC's **convenient location** was more often a major reason for enrolling among students in CIS; Finance, Accounting and Real Estate (FARE); Business, Allied Health and Nursing programs than among students in other programs.

The **low cost** of attending stood out as a major reason for 56% of Nursing program students, but low cost was more often not a reason for students enrolled in Automotive programs.

WCTC's **good academic reputation** was more often a major reason for attending among Nursing (45%) and Automotive students. Our good academic reputation was not a reason for attending for a number of Construction program students (35%).

A **good chance for personal success** stood out as a reason among Allied Health and Automotive program students.

Availability of scholarships was not a reason for most students but rarely a major reason among Fire/Police/EMS and Industrial/Manufacturing students. It was most important for Automotive students.

Advice from parents was typically not a reason for 66% of students, but not a reason for only 45% entering WCTC from high school. Parents and relatives had the biggest impact on Printing and Graphics and Fire/EMS/Police students.

Typically, **advice from high school counselors, teachers and principals** was not a major reason, but these individuals had the biggest impact on Automotive; Printing/Graphics; Fire/Police/EMS and Hospitality/Culinary students.

Wanting to be with friends did not impact students' decision except it was a minor reason for 30% of the Automotive students.

Being able to work while attending school was least important for students enrolled in Automotive and Mechanical Design/Electronics related programs.

Finally, among students entering directly out of high school:

- Offering courses that students wanted and WCTC's good academic reputation were less often reasons for attending, compared to other students;
- A good chance of personal success and low cost were more often a major reason;
- Availability of scholarship or financial aid was more important to those entering from high school;
- Advice from high school staff played a role in 53% of those in this group.

Other key findings, continued

Among colleges and universities that have competitive entrance requirements, one factor commonly monitored is the number of students attending the college who selected it as their first choice. As seen in Table 2, WCTC was not the first choice of 22% who have been enrolling here.

Table 2

2002 %	**What was your rating of WCTC at the time you applied for admission?**	1999 %
77.8	It was my first choice	78.0
15.7	It was my second choice	15.8
3.8	It was my third choice	3.3
2.7	It was my fourth choice	2.9

A common question used to evaluate customer satisfaction is "Would you use this company's service or product again?" When we asked, "If you could start college over, would you choose to attend WCTC?" about 64% said probably or definitely yes in both 1999 and 2002.

Table 3

2002		**If you could start college over, would you choose to attend WCTC?**	1999	
WCTC	Norms		WCTC	Norms
28.2	36.1	Definitely yes	28.2	36.5
36.0	33.3	Probably yes	34.8	34.0
18.8	16.2	Uncertain	21.0	15.9
9.2	7.6	Probably no	8.1	7.3
4.1	4.6	Definitely no	5.0	4.3
3.7	2.2	(blank)	2.9	2.0

Compared to the national norms, fewer WCTC students would *definitely* choose the college again; more were uncertain about what they would do, and just a few more would not choose to come again. While we don't precisely know why WCTC students were uncertain or would not choose to return to WCTC, among that group only 9% had an excellent overall impression of the college. Conversely, among those who would choose WCTC again, 26% had an excellent impression of the college suggesting that overall educational quality was a factor in their decision. When white Caucasians are

compared to other ethnic categories of students, we find no differences between their ratings about whether they would choose to come here again.

Table 4 displays the overall impressions that students have about WCTC. Student perceptions about the overall quality of WCTC have improved since 1999 but are still below the national norms. Very few students (only 44 of 1451) indicated their impression was below average or very inadequate and for 21 of them, WCTC was reportedly not their first choice of colleges to attend.

Table 4

2002		**Overall impression of the quality of education at WCTC?**	1999	
WCTC	Norms		WCTC	Norms
26.0	28.8	Excellent	23.3	29.9
51.5	50.3	Good	55.4	50.2
15.8	16.3	Average	15.9	15.8
2.5	1.9	Below Average	2.7	1.6
.6	.6	Very Inadequate	.5	.5
3.7	2.2	(blank)	2.3	2.0

Implications

An overall trend in these findings is that WCTC tends to fall below the national norms when it comes to the use of services and regarding satisfaction with those services and other aspects of the college. This leads us to ask, "Why?"

Interpreting these findings involves comparing our students' ratings with those of over 100,000 students from 158 other two-year colleges. When we compare ourselves only to those colleges that report having *enrollments over 10,000*, a slightly different picture appears–we still tend to fall below the norms for the majority of factors (except facilities and instructional quality), but not quite as far below. In general, but not across the board, students attending larger schools (10,000 or more) tend to rate many but not all of their college services lower than students attending smaller to mid-sized public colleges[1].

This leads one to ask, when we interpret our findings, why don't we just use the norms for colleges over 10,000 students? The problem is, some of the characteristics of students attending those colleges tend to be less like students attending WCTC. Larger colleges tend to be in urban areas and have a much lower proportion of white Caucasian

[1] This trend does not hold true for private colleges and colleges that are very small (less than a headcount of 2,000), probably because they have a limited array of services.

students attending. Hence, it tends to be wiser to compare our students with the total normative sample. But given the fact that students attending large schools tend to rate services and processes lower, one might hypothesize that students attending small to mid-sized colleges feel more connected to other students and college staff, raising their satisfaction level on a number of factors. Another hypothesis is that due to the high volume of students needing services at large colleges, staff working at these institutions are less happy or satisfied with their jobs, and in turn create less happy or satisfied customers.

How can we improve students' perceptions?
The findings suggest that when WCTC makes a concerted effort to make improvements to its services, facilities and processes, students take notice. Additional graphical displays of differences between student ratings in 1999 and 2002 can be seen in Part III. As seen on page 12 of Part III, ratings of the college's facilities have improved considerably since 1999; since then three new buildings have been built and substantial remodeling projects have been completed. The general facility area is the one area where WCTC now consistently compares favorably to the national norms. Also, parking has improved since 1999 and now surpasses norm ratings (see Part III page 6), probably because in 2001/02 the college eliminated staff and reserved parking. Library and Learning Resources also have improved considerably and now surpass national norms. Our Library is now housed in the new College Center building. Similarly satisfaction with the college's Cafeteria/Food Services also have increased and now surpass the national norms, although a substantial number of students commented that food costs are too high.

A note about advising and counseling services
A number of pre-enrollment and counseling related services continue to receive relatively low ratings by our students (see Part I, pages 6-7 and Part III, pages 7-10). Although WCTC initiated an advising program around 1998, it was discontinued as a requirement for most students in 2002/03. It would have been interesting to see if any improvements were perceived if the program was still in effect.

An important thing to consider when interpreting findings related to advising and counseling services is that a wide variety of staff provide these services to students. As seen in Part II, (questions 3-5), 21% of the students indicated that they usually ask instructors for advice when they need *academic advising and course planning* services; 17% said they ask a program counselor; 9% said they ask an academic advisor; 9% ask an associate dean and 23% said they have never needed advising or they figure it out themselves. Similarly, when students need *career planning* services, 9% said they ask Career Center staff; 10% ask a program counselor; 4% ask an associate dean and only 3% said they ask an advisor. Also, when it comes to needing *counseling for personal problems*, students most frequently turn to instructors (4%); 2% ask a program counselor; and 7% ask other WCTC staff. So again, when interpreting the satisfaction ratings for these services, it is important to keep in mind that students turn to a wide variety of staff.

Final comments

This Introduction section could go on much longer summarizing the findings of the standard ACT questionnaire. However, many of the detailed findings relate to specific college departments and subcategories of students[2] that are not of particular interest to all readers. Those findings can be obtained in the detailed analysis report generated by ACT by contacting Research and Evaluation Services.

Research and Evaluation Services staff will be consulting with individual department staff to discuss those findings in detail and to identify ways that staff might modify or improve their services and instructional delivery to better meet the needs of their students. As alluded to in the first paragraph of this report, the sole purpose of conducting this study was to help guide college improvement efforts.

Also, this Introduction did not interpret the results of the additional questions developed by WCTC staff, nor the 46 pages of student comments generated by the study. Readers are encouraged to study those questions of interest. Many of the additional questions relate to instructional delivery and student outcomes assessment efforts and have implications for our student retention efforts. The student comments have been sorted by department area and will be shared with specific departments, rather than college-wide. Also, student services staff will receive comments related to their sphere of influence.

If you have questions or would like further information about the methods, findings or limitations of this study, please contact Kathy Yindra, Director of Research and Evaluation Services, x 5424 or kyindra@wctc.edu

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Author's Acknowledgments

- Sincere gratitude is extended to the many WCTC instructors who modified their class(es) in order to administer this survey to students. Without their cooperation, this information would not be available to help guide college improvements.

- Sincere appreciation is extended to those who served on the steering committee and helped coordinate this project: Ellen Mei, James Dombeck, Karen Aamot, Penny Alt, Rosemarie Verg, Susan Minnick, and Timothy Graham.

- Deep appreciation is extended to Mary Huppertz, Research and Evaluation department secretary for overseeing the survey administration and collection, and for preparing the graphs in Part III of the report.

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[2] Detailed findings are available by program area of study; time entered WCTC (directly or not directly out of high school); full-time/part-time enrollment status; ethnic background; G.P.A. above and below B-; "freshman" status; uncertain or would not choose WCTC again; whether WCTC was or was not the student's first choice; working more than 20 hours per week; and primary time of day attending (daytime or other).

Part I

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WAUKESHA COUNTY TECHNICAL CLG

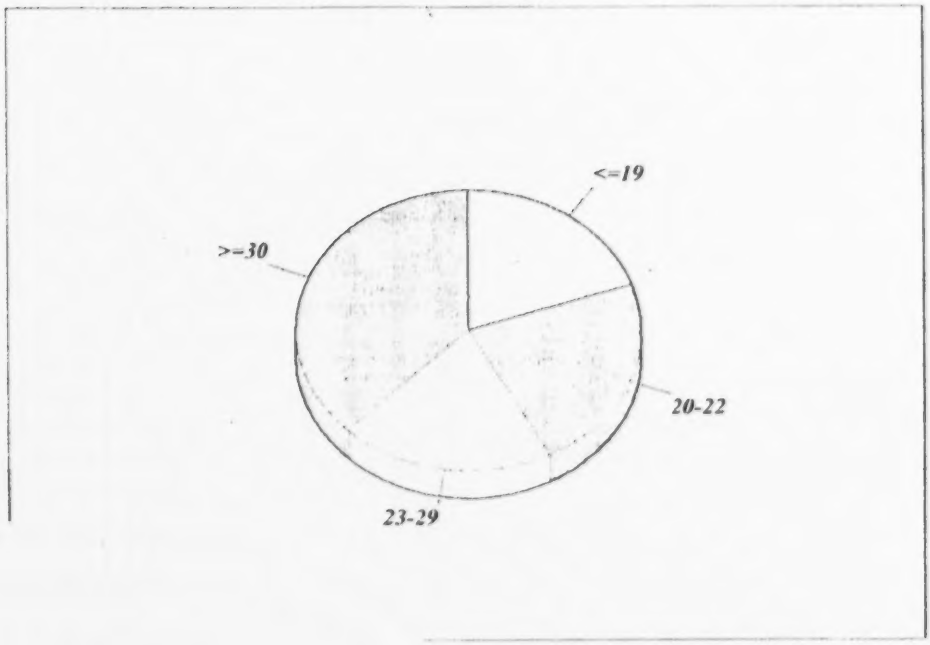

Figure 1. Section I - Background Information, Item B: Age

Age	Your Institution %	National Norms %
18 & Under	7.7	11.9
19	12.0	17.3
20	10.9	13.6
21	7.5	7.9
22	4.2	5.2
23 to 25	11.9	10.1
26 to 29	8.2	8.9
30 to 39	15.2	14.0
40 to 61	21.9	10.7
62 or Over	.6	.4
<=19	19.7	29.3
20-22	22.6	26.7
23-29	20.1	19.0
>=30	37.6	25.1

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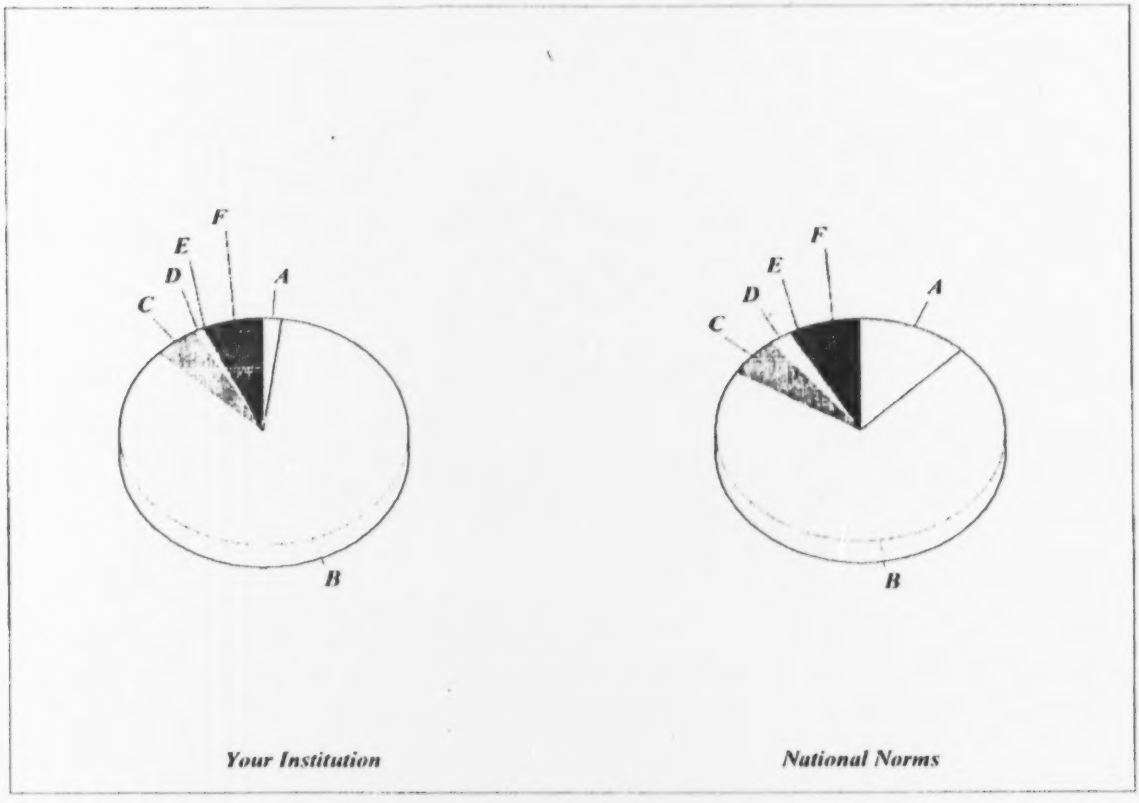

Figure 2. Section I - Background Information, Item C: Racial/Ethnic Group

Race/Ethnicity	Your Institution %	National Norms %
African American or Black	2.1	12.2
Native American (Indian, Alaskan, Hawaiian)	.5	2.1
Caucasian or White	85.1	71.6
Mexican American, Mexican Origin	2.8	3.1
Asian American, Oriental, Pacific Islander	1.1	2.5
Puerto Rican, Cuban, Other Latino or Hispanic	2.0	2.6
Other	1.3	1.9
Prefer not to respond	5.0	4.1
A. Black	2.1	12.2
B. White	85.1	71.6
C. Hispanic	4.9	5.7
D. Asian	1.1	2.5
E. Native American	.5	2.1
F. Other/Prefer not to respond	6.3	6.0

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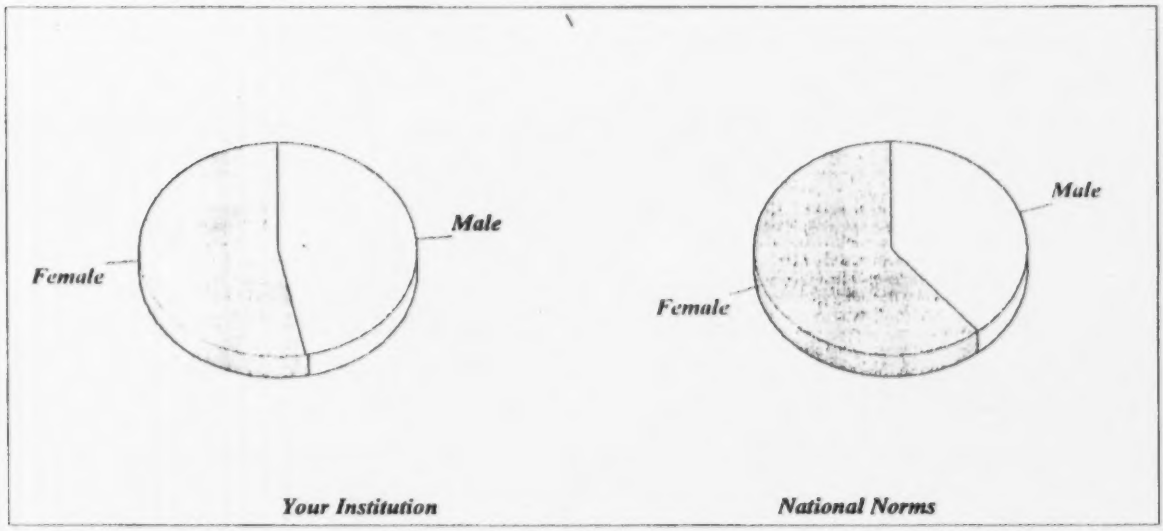

Figure 3. Section I - Background Information, Item F: Sex

Sex	Your Institution %	National Norms %
Male	46.8	39.1
Female	53.2	60.9

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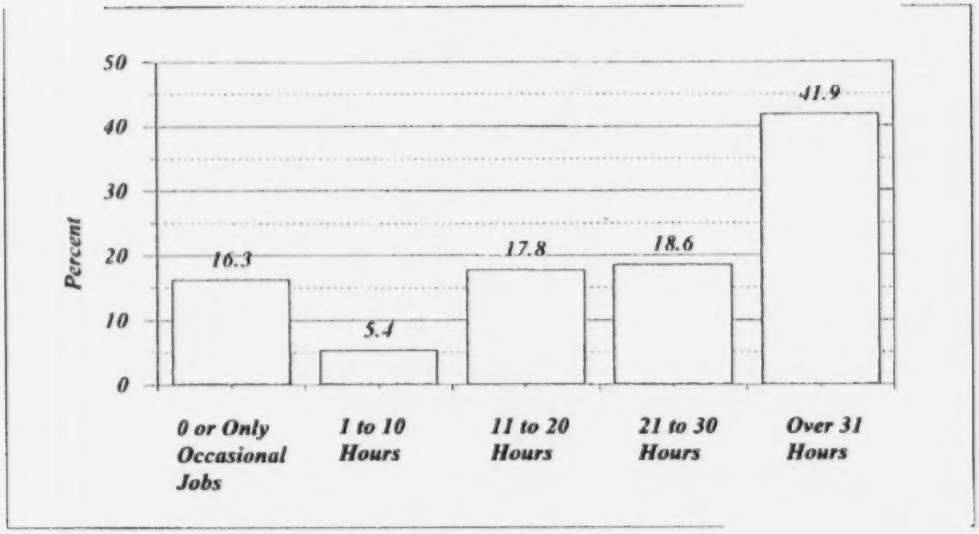

Figure 4. Section I - Background Information, Item I: Hours Worked Per Week

Hours Worked	Your Institution %	National Norms %
0 or Only Occasional Jobs	16.3	24.3
1 to 10 Hours	5.4	6.3
11 to 20 Hours	17.8	16.2
21 to 30 Hours	18.6	18.5
31 to 40 Hours	21.1	21.7
Over 40	20.8	13.1
0 or Only Occasional Jobs	16.3	24.3
1 to 10 Hours	5.4	6.3
11 to 20 Hours	17.8	16.2
21 to 30 Hours	18.6	18.5
Over 31 Hours	41.9	34.8

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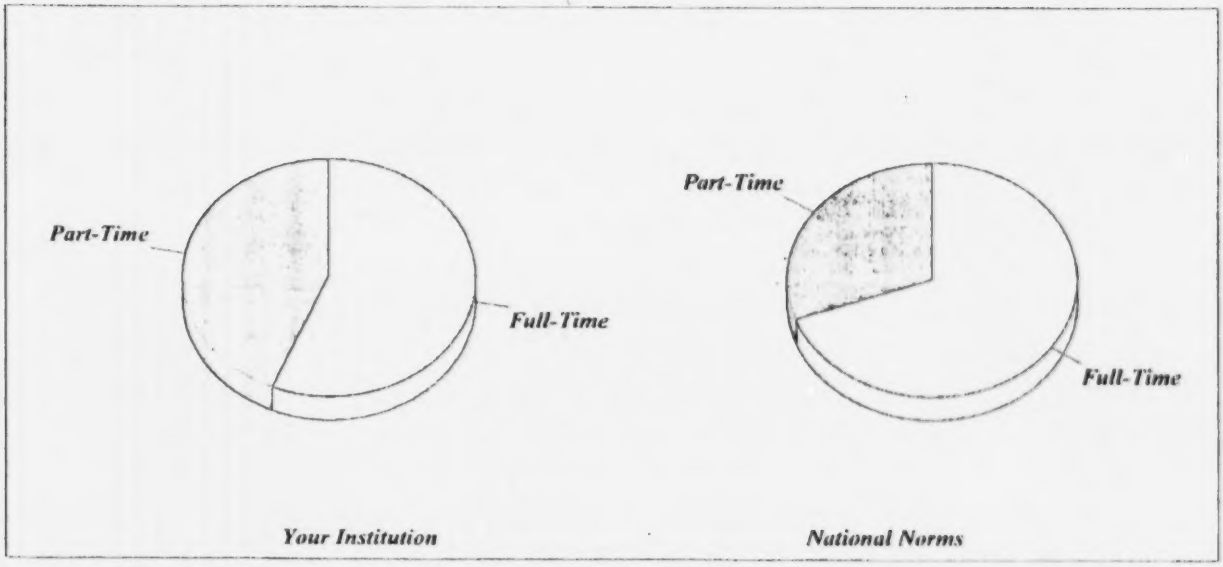

Figure 5. Section I - Background Information, Item J: Enrollment Status

Enrollment Status	Your Institution %	National Norms %
Full-Time	56.4	69.4
Part-Time	43.6	30.6

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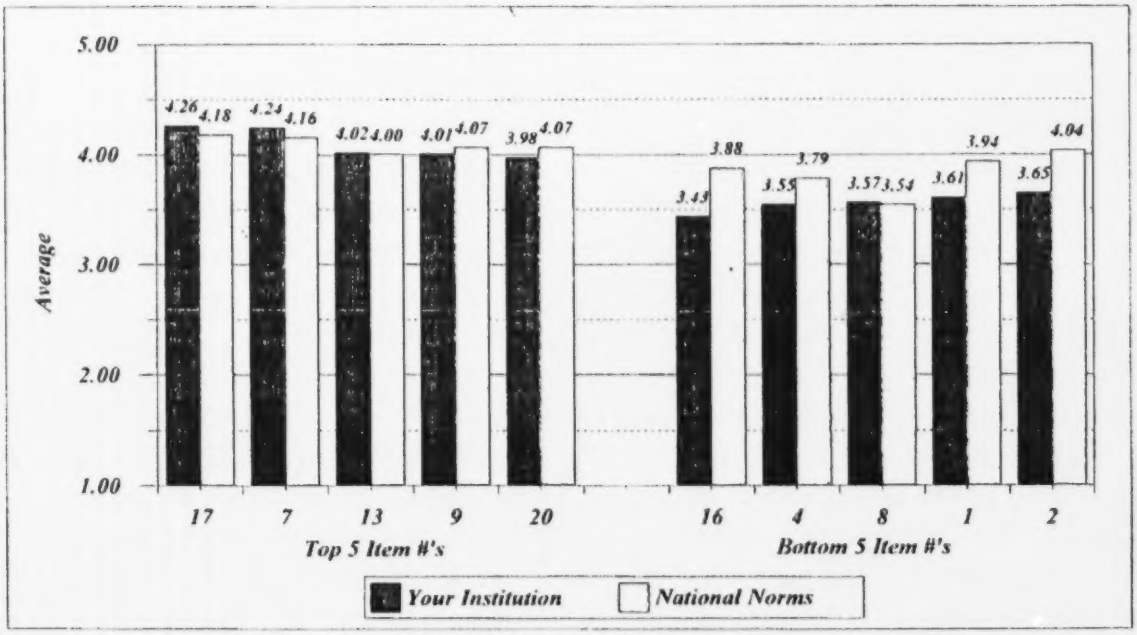

Figure 6. Section III - College Services: Satisfaction with College Services for Those Who Have Used This Service

Item #		Your Institution		National Norms	
		% Used	Avg	% Used	Avg
Top 5 for Your Institution					
17	Computer services	53.3	4.26	61.0	4.18
7	Library/learning resources center facilities and services	52.4	4.24	68.0	4.16
13	College-sponsored social activities	8.4	4.02	16.3	4.00
9	Student health services	14.5	4.01	7.5	4.07
20	Day care services	4.5	3.98	3.8	4.07
Bottom 5 for Your Institution					
16	Credit by examination program	4.6	3.43	7.0	3.88
4	Job placement services	11.2	3.55	8.8	3.79
8	Resident hall programs and services	3.9	3.57	7.0	3.54
1	Academic advising/course planning services	45.7	3.61	58.7	3.94
2	Personal counseling services	11.2	3.65	13.5	4.04

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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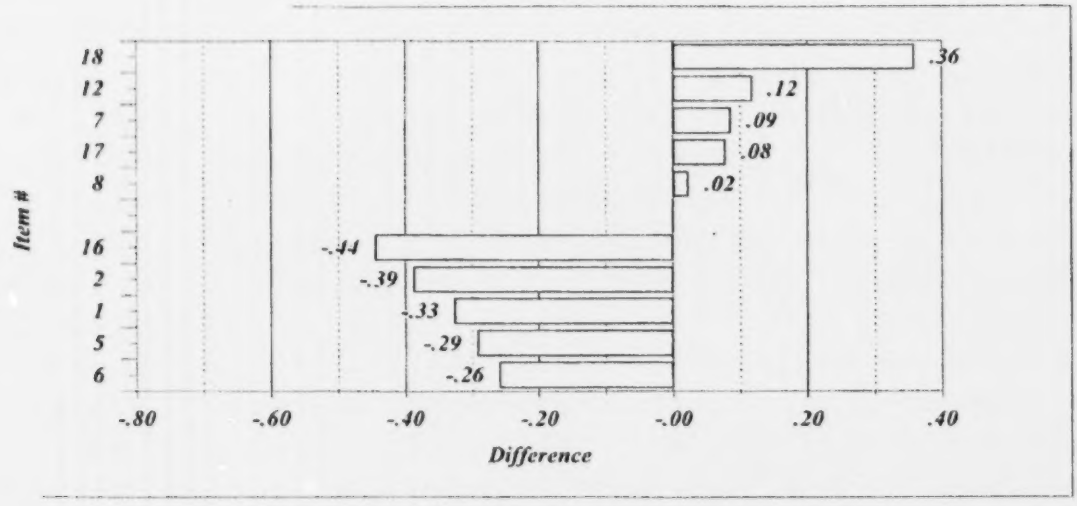

Figure 7. Section III - College Services: Largest Positive & Largest Negative Differences between Your Institution's Averages and the National Averages of Satisfaction Level with the Services of this College

Item #		Your Institution Avg	National Norms Avg	Difference
Largest Positive (or Smallest Negative) Differences				
18	Parking facilities and services	3.82	3.46	.36
12	Cafeteria/food services	3.74	3.62	.12
7	Library/learning resources center facilities and services	4.24	4.16	.09
17	Computer services	4.26	4.18	.08
8	Resident hall programs and services	3.57	3.54	.02
Largest Negative (or Smallest Positive) Differences				
16	Credit by examination program	3.43	3.88	-.44
2	Personal counseling services	3.65	4.04	-.39
1	Academic advising/course planning services	3.61	3.94	-.33
5	Financial aid services	3.76	4.05	-.29
6	Recreational and intramural programs and services	3.76	4.02	-.26

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

WAUKESHA COUNTY TECHNICAL CLG

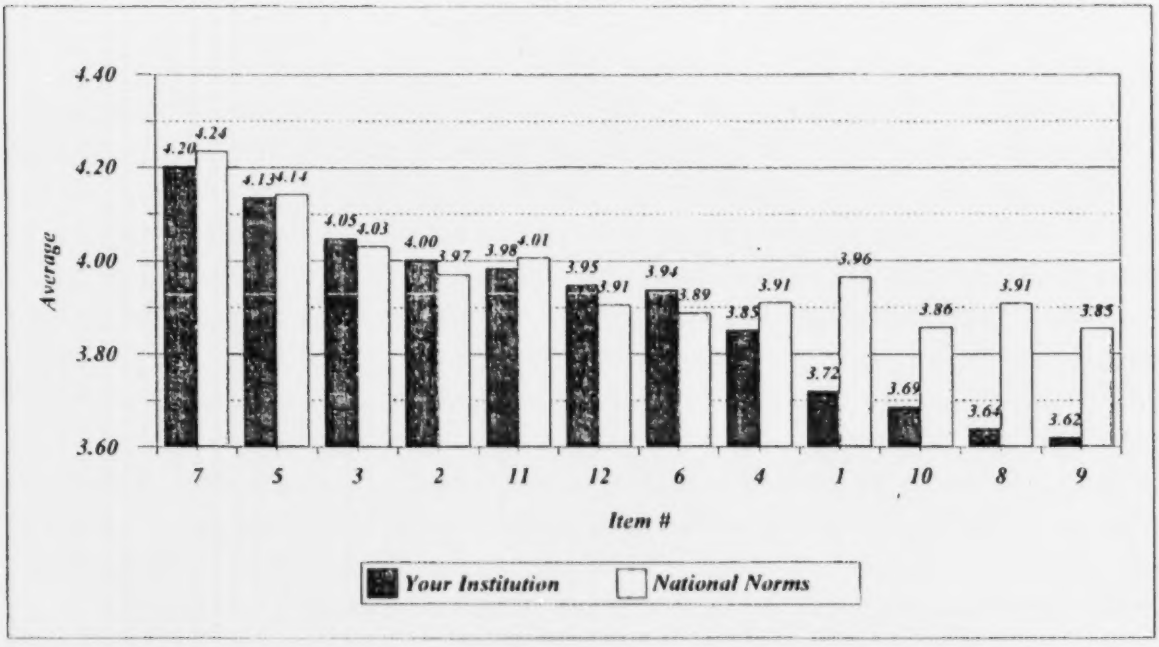

Figure 8. Section IV - College Environment: Satisfaction level with the Academic Aspects of this College

Item #		Your Institution Avg	National Norms Avg
7	Class size relative to the type of course	4.20	4.24
5	Attitude of the teaching staff toward students	4.13	4.14
3	Quality of instruction in your major area of study	4.05	4.03
2	Course content in your major area of study	4.00	3.97
11	Challenge offered by your program of study	3.98	4.01
12	Preparation you are receiving for your chosen occupation	3.95	3.91
6	Variety of courses offered at this 2-year college	3.94	3.89
4	Out-of-class availability of your instructors	3.85	3.91
1	Testing/grading system	3.72	3.96
10	Value of the information provided by your advisor	3.69	3.86
8	Flexibility to design your own program of study	3.64	3.91
9	Availability of your advisor	3.62	3.85

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

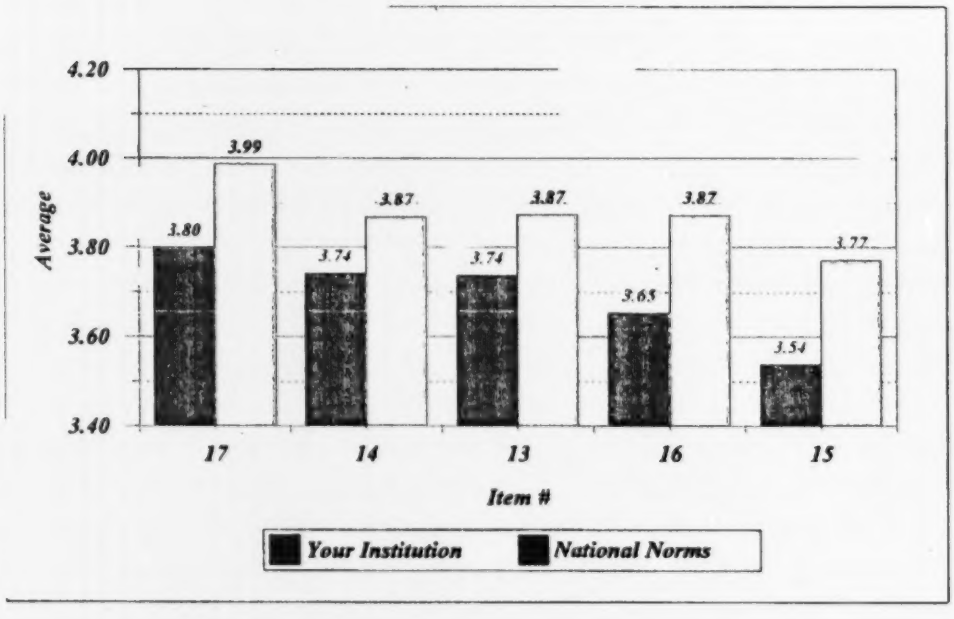

Figure 9. Section IV - College Environment: Satisfaction level with the Admissions Aspects of this College

Item #		Your Institution Avg	National Norms Avg
17	College catalog/admissions publications	3.80	3.99
14	Accuracy of college information you received before enrolling	3.74	3.87
13	General admissions/entry procedures	3.74	3.87
16	Assistance provided by the college staff when you entered this college	3.65	3.87
15	Availability of financial aid information prior to enrolling	3.54	3.77

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

WAUKESHA COUNTY TECHNICAL CLG

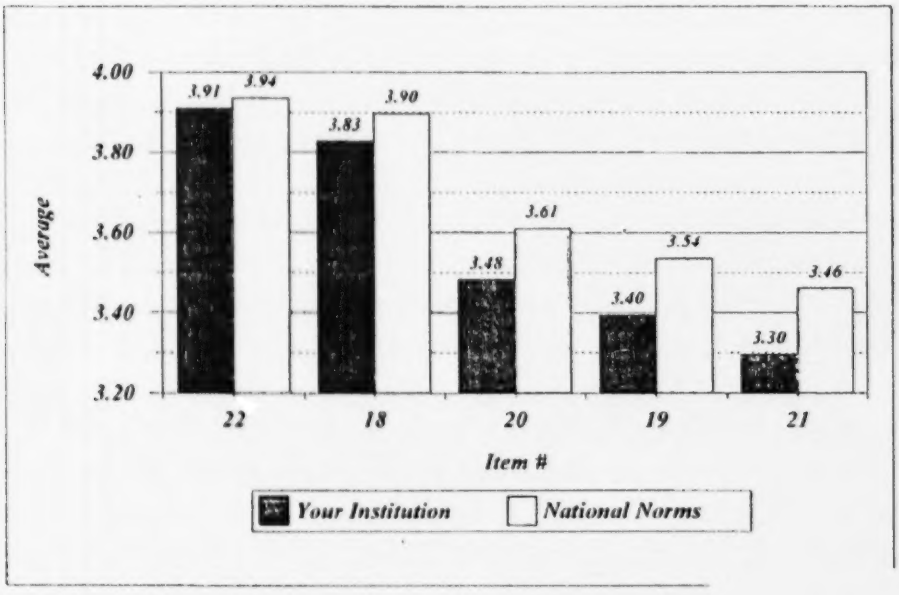

Figure 10. Section IV - College Environment: Satisfaction level with the Rules & Policies Aspects of this College

Item #		Your Institution Avg	National Norms Avg
22	Personal security/safety at this campus	3.91	3.94
18	Rules governing student conduct at this college	3.83	3.90
20	Academic probation and suspension policies	3.48	3.61
19	Student voice in college policies	3.40	3.54
21	Purposes for which student activity fees are used	3.30	3.46

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

WAUKESHA COUNTY TECHNICAL CLG

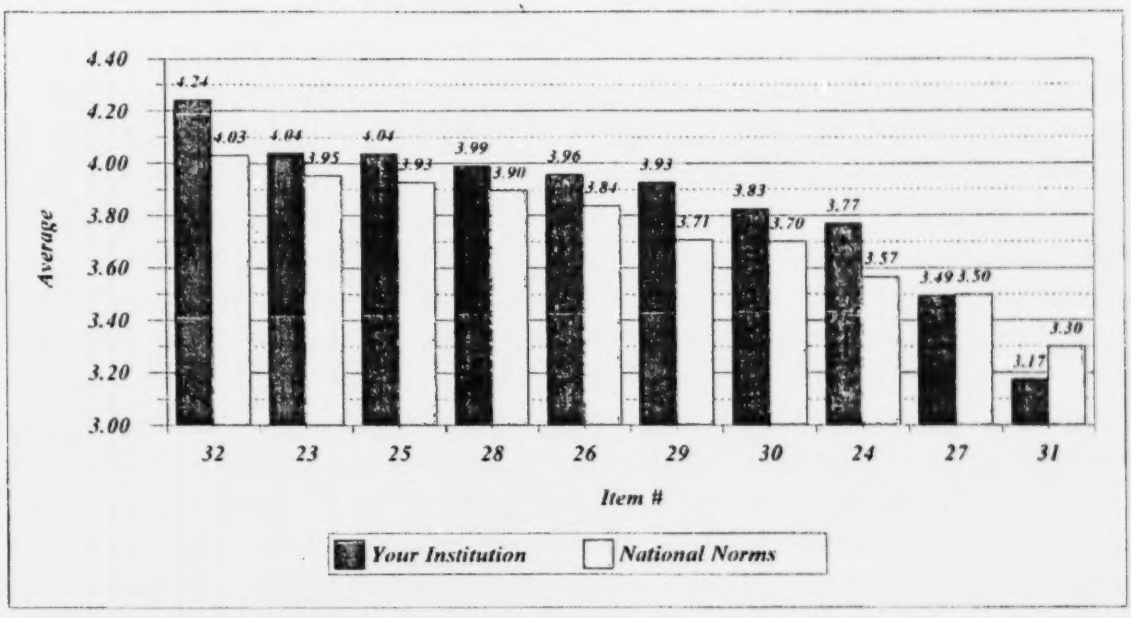

Figure 11. Section IV - College Environment: Satisfaction level with the Facilities Aspects of this College

Item #		Your Institution Avg	National Norms Avg
32	General condition and appearance of the buildings and grounds	4.24	4.03
23	Classroom facilities	4.04	3.95
25	Business-training facilities/equipment	4.04	3.93
28	Study areas	3.99	3.90
26	Laboratory facilities	3.96	3.84
29	Student community center/student union	3.93	3.71
30	College bookstore	3.83	3.70
24	Industrial arts/shop facilities	3.77	3.57
27	Athletic facilities	3.49	3.50
31	Availability of adequate housing for students	3.17	3.30

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

WAUKESHA COUNTY TECHNICAL CLG

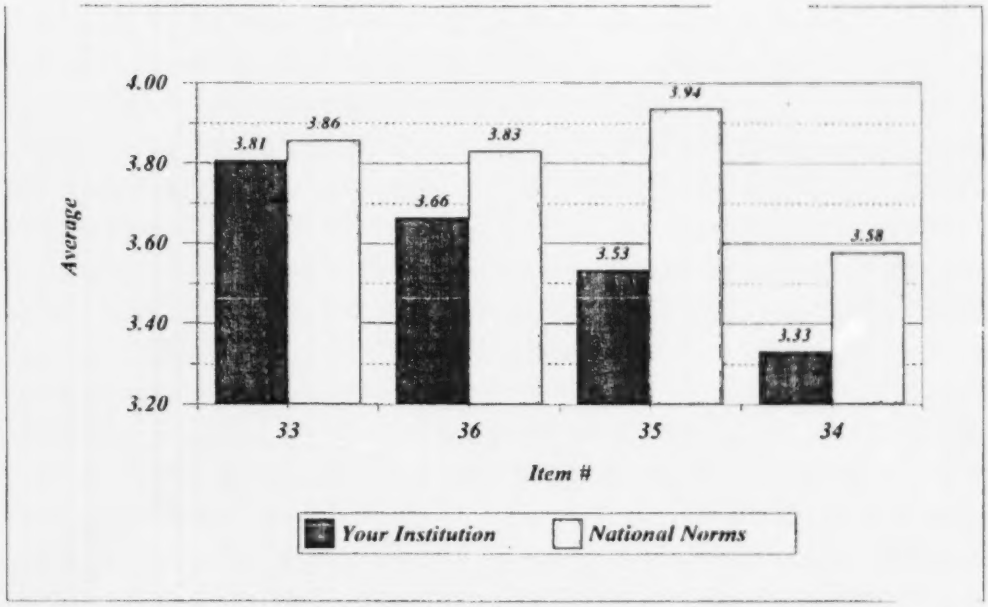

Figure 12. Section IV - College Environment: Satisfaction level with the Registration Aspects of this College

Item #		Your Institution Avg	National Norms Avg
33	General registration procedures	3.81	3.86
36	Billing and fee payment procedures	3.66	3.83
35	Academic calendar for this college	3.53	3.94
34	Availability of the courses you want at times you can take them	3.33	3.58

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

WAUKESHA COUNTY TECHNICAL CLG

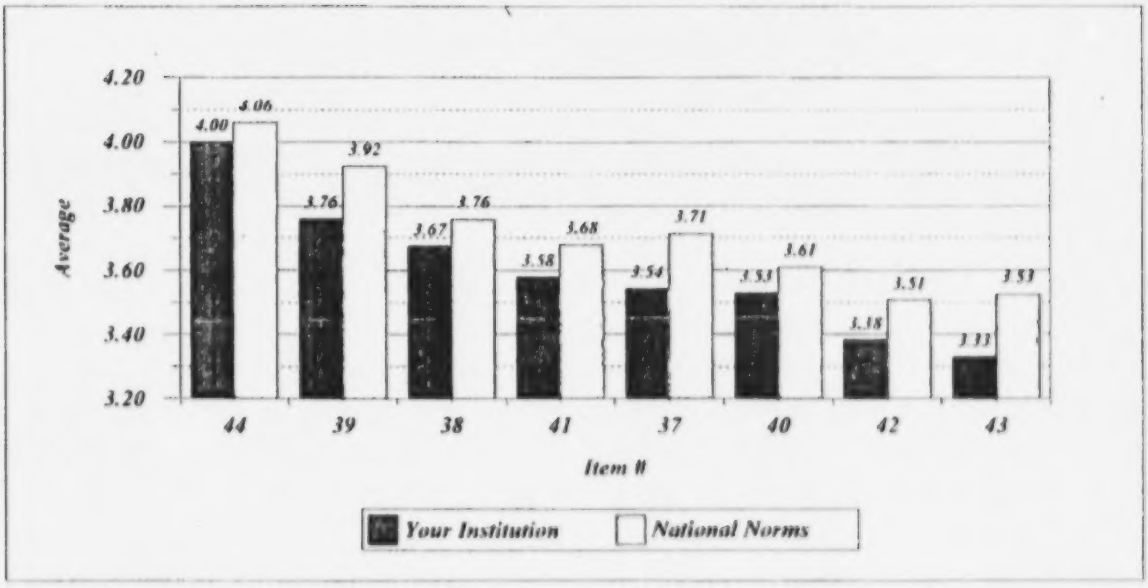

Figure 13. Section IV - College Environment: Satisfaction level with the General Aspects of this College

Item #		Your Institution Avg	National Norms Avg
44	This college in general	4.00	4.06
39	Racial harmony at this college	3.76	3.92
38	Attitude of the college nonteaching staff toward students	3.67	3.76
41	Opportunities for personal involvement in college activities	3.58	3.68
37	Concern for you as an individual	3.54	3.71
40	Opportunities for student employment	3.53	3.61
42	Student goverment	3.38	3.51
43	College media (student newspaper, campus radio, etc.)	3.33	3.53

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

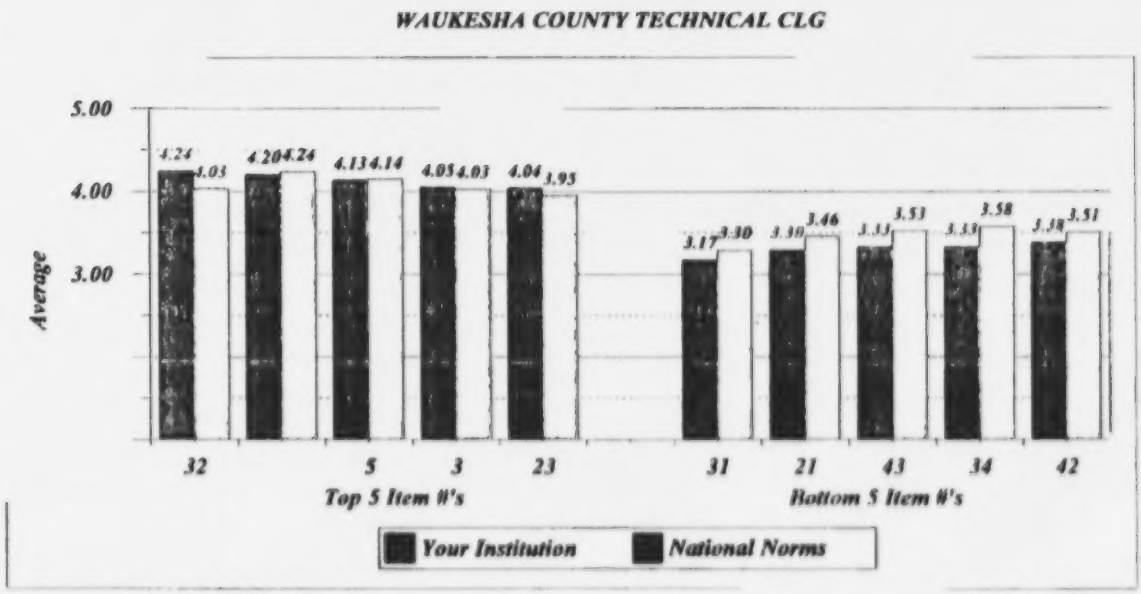

Figure 14. Section IV - College Environment: Satisfaction with All Aspects of this College

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
32	General condition and appearance of the buildings and grounds	4.24	4.03
7	Class size relative to the type of course	4.20	4.24
5	Attitude of the teaching staff toward students	4.13	4.14
3	Quality of instruction in your major area of study	4.05	4.03
23	Classroom facilities	4.04	3.95
Bottom 5 for Your Institution			
31	Availability of adequate housing for students	3.17	3.30
21	Purposes for which student activity fees are used	3.30	3.46
43	College media (student newspaper, campus radio, etc.)	3.33	3.53
34	Availability of the courses you want at times you can take them	3.33	3.58
42	Student goverment	3.38	3.51

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

WAUKESHA COUNTY TECHNICAL CLG

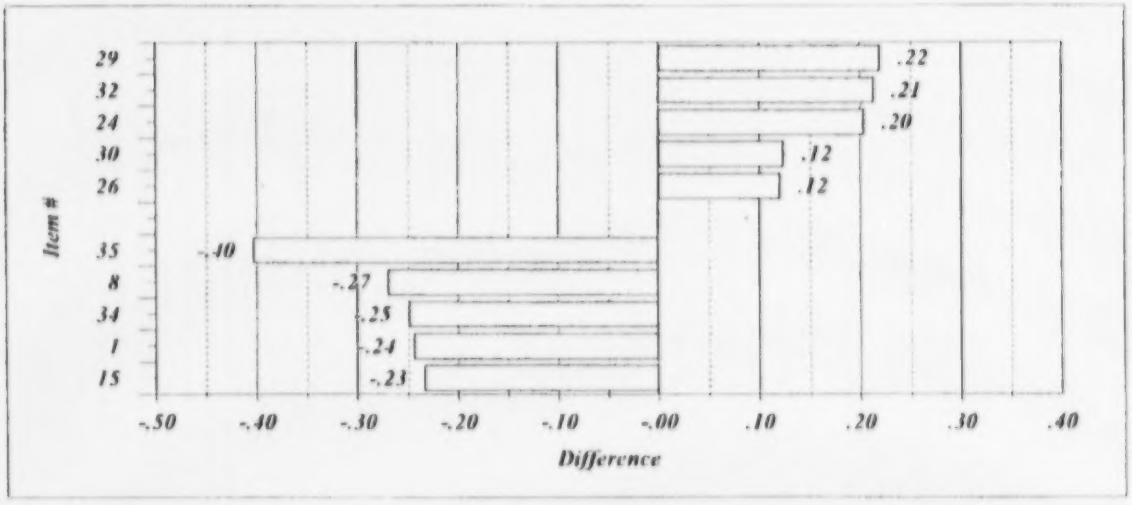

Figure 15. Section IV - College Environment: Largest Positive & Largest Negative Differences between Your Institution's Averages and the National Averages of the Satisfaction Level with All Aspects of this College

Item #		Your Institution Avg	National Norms Avg	Difference
Largest Positive (or Smallest Negative) Differences				
29	Student community center/student union	3.93	3.71	.22
32	General condition and appearance of the buildings and grounds	4.24	4.03	.21
24	Industrial arts/shop facilities	3.77	3.57	.20
30	College bookstore	3.83	3.70	.12
26	Laboratory facilities	3.96	3.84	.12
Largest Negative (or Smallest Positive) Differences				
35	Academic calendar for this college	3.53	3.94	-.40
8	Flexibility to design your own program of study	3.64	3.91	-.27
34	Availability of the courses you want at times you can take them	3.33	3.58	-.25
1	Testing/grading system	3.72	3.96	-.24
15	Availability of financial aid information prior to enrolling	3.54	3.77	-.23

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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Part II

Results for Additional Questions Submitted by WCTC Staff

Additional Questions Results Developed by WCTC Staff

1. How many credits of WCTC course work could you afford to take each semester, without receiving financial aid?

   A. 1-4 credits (521/36%) B. 5-8 credits (249/17%) C. 9-11 credits (131/9%)
   D. 12-14 credits (203/14%) E. 15-17 credits (88/6%) F. 18+credits (131/9%)

2. How many credits of course work could you afford to take each semester if you received financial aid?

   A. 1-4 credits (95/7%) B. 5-8 credits (179/12%) C. 9-11 credits (143/10%)
   D. 12-14 credits (344/24%) E. 15-17 credits (195/13%) F. 18+credits (354/24%)

3. When you need academic advising/course planning services, who do you usually ask?
   A. associate dean or program manager (125/9%)
   B. instructor (298/21%)
   C. program counselor (240/17%)
   D. Multi-Cultural Affairs staff (20/1%)
   E. minority mentor (4/1%)
   F. academic advisor (for program admitted students) (130/9%)
   G. Learning Place staff (31/2%)
   H. other staff (19/1%)
   I. students (48/3%)
   J. family member or friend (57/4%)
   K. nobody; I figure it out myself (185/13%)
   L. have never needed academic advising at WCTC 147/10%)

4. When you need career planning services, who do you usually ask?
   A. associate dean or program manager (51/4%)
   B. program counselor (148/10%)
   C. Career Center staff at the Workforce Development Center (136/9%)
   D. Center for Non-Traditional Students staff (Women's or Men's Development Center) (10/1%)
   E. Multi-cultural Affairs staff (17/1%)
   F. minority mentor (10/1%)
   G. academic advisor (38/3%)
   H. instructor (152/11%)
   I. other staff (18/1%)
   J. family member or friend (116/8%)
   K. nobody; I work it out myself (262/18%)
   L. have never needed career planning services at WCTC (362/25%)

5. When you need counseling for personal problems, who do you usually ask?
   A. Instructor (51/4%)
   B. program counselor (31/2%)
   C. Career Center staff at the Workforce Development Center (10/1%)
   D. Student Assistance (AODA) staff (11/1%)
   E. Center for Non-Traditional Students staff (Women's or Men's Development Center) (13/1%)
   F. Multi-Cultural Affairs staff (8/1%)
   G. minority mentor (5/1%)
   H. academic advisor (8/1%)
   I. other staff (13/1%)
   J. family member or friend (383/26%)
   K. nobody; I figure it out myself (231/16%)
   L. have never needed counseling for personal problems while at WCTC (554/38%)

Please use these response options for questions 6 - 7.	Yes, always		Usually		Sometimes		Not usually		Never		No opinion	
	n	%	n	%	n	%	n	%	n	%	n	%
6. When you need assistance or service, is it easy to figure out who you should talk to at WCTC?	176	12	475	33	271	19	190	13	47	3	162	11
7. Are course requirements and instructor expectations communicated clearly to you?	402	28	599	41	208	14	66	5	14	1	32	2

For questions 8 - 15, please indicate your satisfaction with the following types of instruction offered at WCTC.	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied		Not applicable, have not enrolled or needed	
	n	%	n	%	n	%	n	%	n	%	n	%
8. Variety and number of summer school classes	87	6	282	19	293	20	196	14	71	5	349	24
9. Variety and number of evening classes	126	9	427	29	331	23	137	9	48	3	213	15
10. Variety and number of weekend classes	60	4	200	14	341	24	97	7	27	2	547	38
11. Quality of Internet courses	59	4	164	11	275	19	56	4	33	2	681	47
12. Quality of TV/Videotape courses (independent learning courses)	44	3	115	8	231	16	37	3	20	1	823	57
13. Quality of in-class Interactive TV classes (for programs shared with other Tech colleges)	34	2	105	7	243	17	26	2	10	1	848	58
14. Quality of "accelerated" format classes (some Management, Marketing and General Ed. courses)	57	4	124	9	224	15	28	2	11	1	823	57
15. Reliability of technology related to Internet, in-class Interactive TV, independent TV/Video courses	83	6	265	18	257	18	32	2	16	1	620	43

For questions 16 - 21, consider whether this occurs among your courses.	In every course		In most courses		In about half of the courses		In only a few courses		Never	
	n	%	n	%	n	%	n	%	n	%
16. I have an opportunity to provide written feedback about my courses.	524	36	405	28	113	8	117	8	110	8
17. I feel "safe" to give feedback to my instructors regarding my learning and their teaching	548	38	429	30	123	9	99	7	71	5
18. Instructors provide me with a variety of ways to demonstrate what I have learned (through group projects, written papers, quizzes, exams, etc.).	538	37	489	34	140	10	74	5	31	2
19. Instructors bring real-life work experiences to the classroom.	531	37	478	33	158	11	78	5	27	2
20. Instructors are available as needed after class or during their office hours.	489	34	536	37	146	10	74	5	25	2
21. Appropriate emphasis is placed on developing "life skills" (conflict resolution, team work, communication skills, time and stress management, problem solving, science/technology, ethics, career planning).	411	28	472	33	206	14	112	8	63	4

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For questions 22 - 28, please indicate your level of satisfaction.	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied		NA- Have not used the service	
	n	%	n	%	n	%	n	%	n	%	n	%
22. Number of opportunities you are given to provide written feedback about your courses	251	17	539	37	297	21	73	5	38	3	70	5
23. Opportunities you are given to provide feedback about WCTC services and the college in general	185	13	477	33	380	26	94	7	37	3	93	6
24. Opportunities to participate in professional clubs and organizations related to your program	152	11	357	25	329	23	50	3	32	2	345	24
25. Ease of registering for classes via WCTC's WEB Online Information System (OIS)	268	19	366	25	240	17	95	7	54	4	239	17
26. Ease of registering for classes via WCTC's touchtone telephone system	216	15	348	24	247	17	63	4	45	3	348	24
27. Quality of disability services or accommodations for any special needs that you might have	81	6	155	11	224	15	11	1	23	2	765	53
28. Handicapped accessibility of the campus and classrooms, labs, restrooms	94	7	174	12	201	14	12	1	21	1	752	52

If you have enrolled in classes after 4:30 p.m., please complete question 29.	Strongly agree		Agree		Disagree		Strongly disagree		No opinion/ not applicable	
	n	%	n	%	n	%	n	%	n	%
29. Sufficient student services (admissions, academic advising, career planning, financial aid, registration, etc.) are available during the early evening hours.	116	8	341	24	177	12	66	5	313	22

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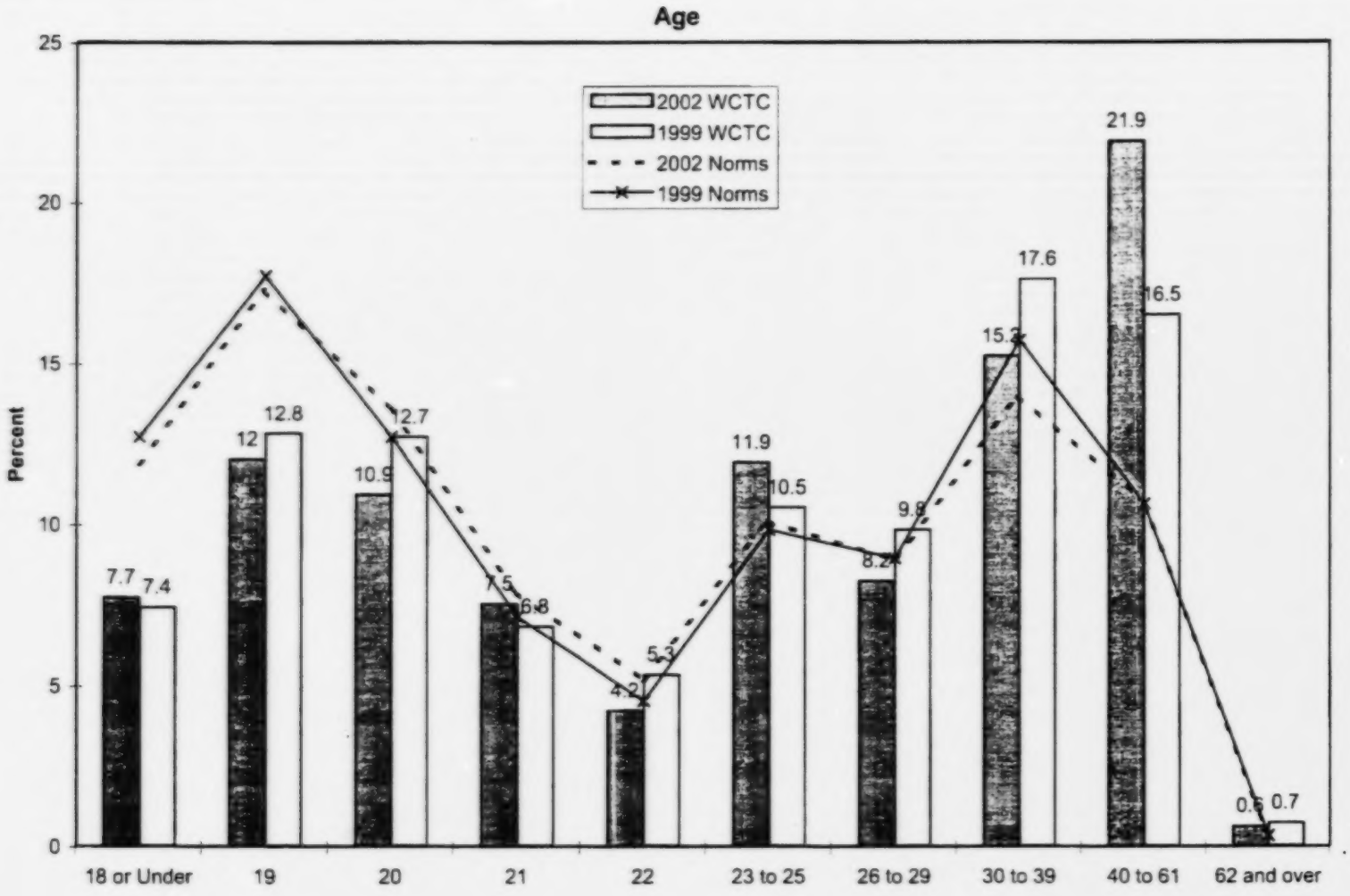
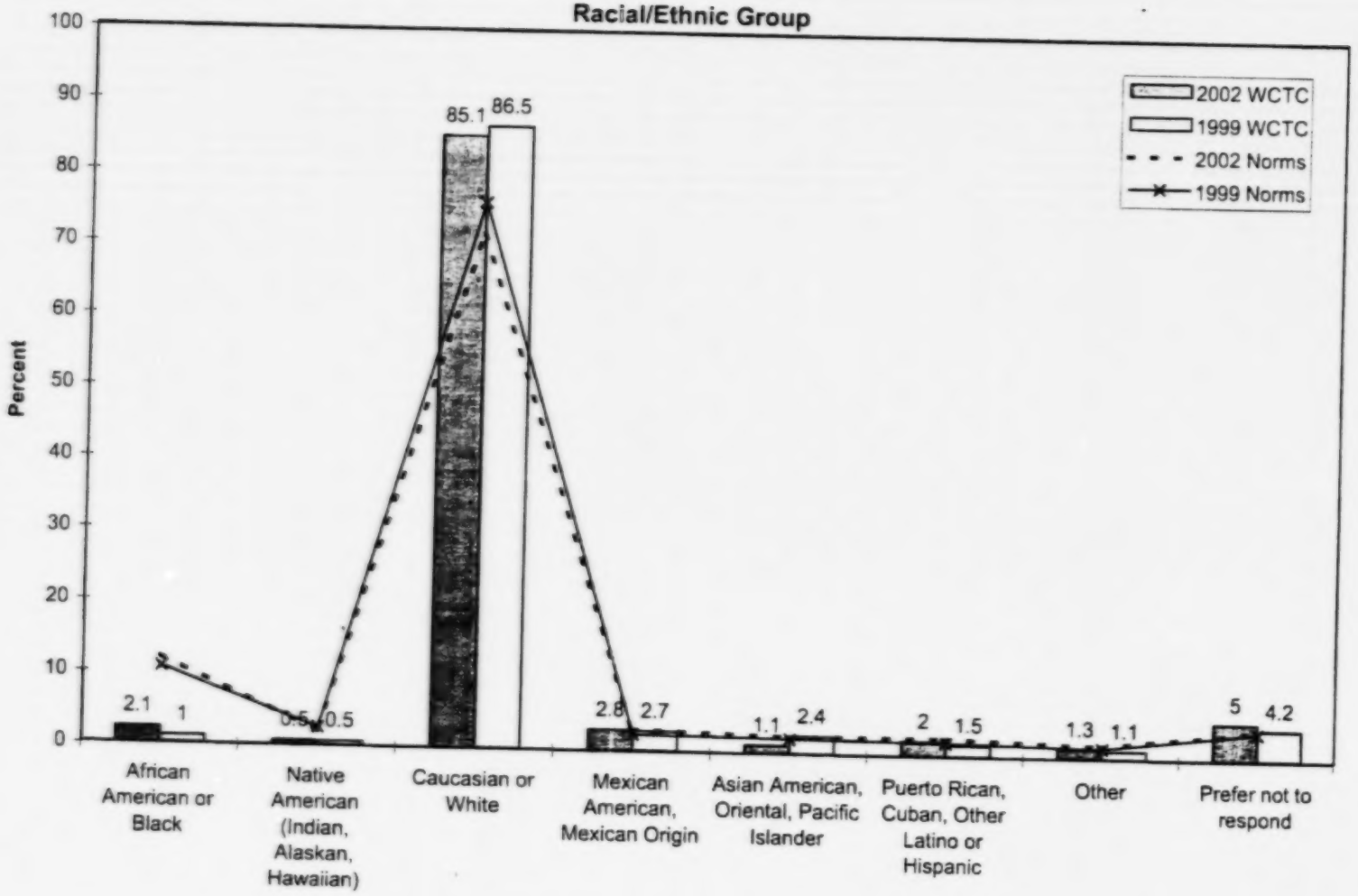
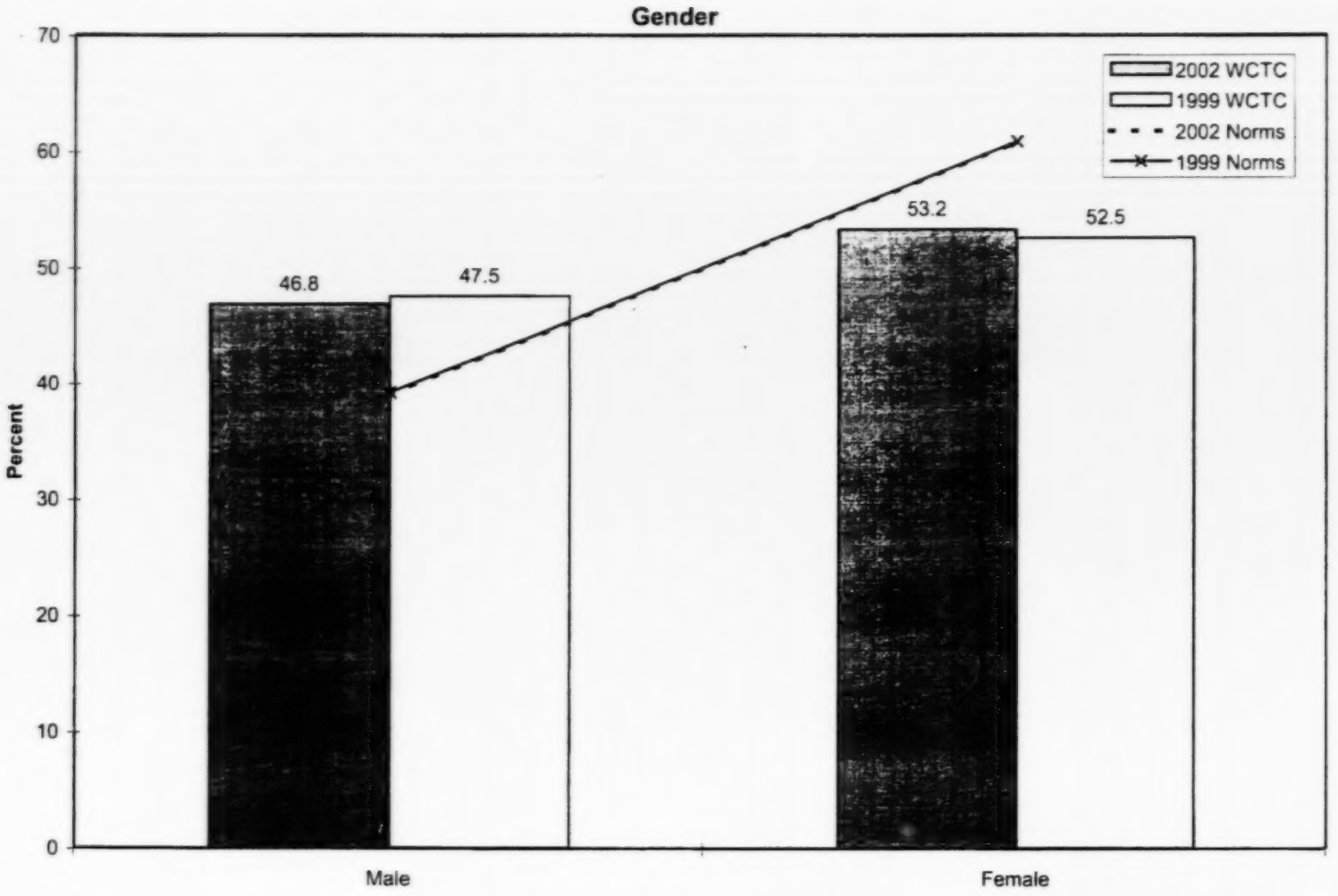
Part III

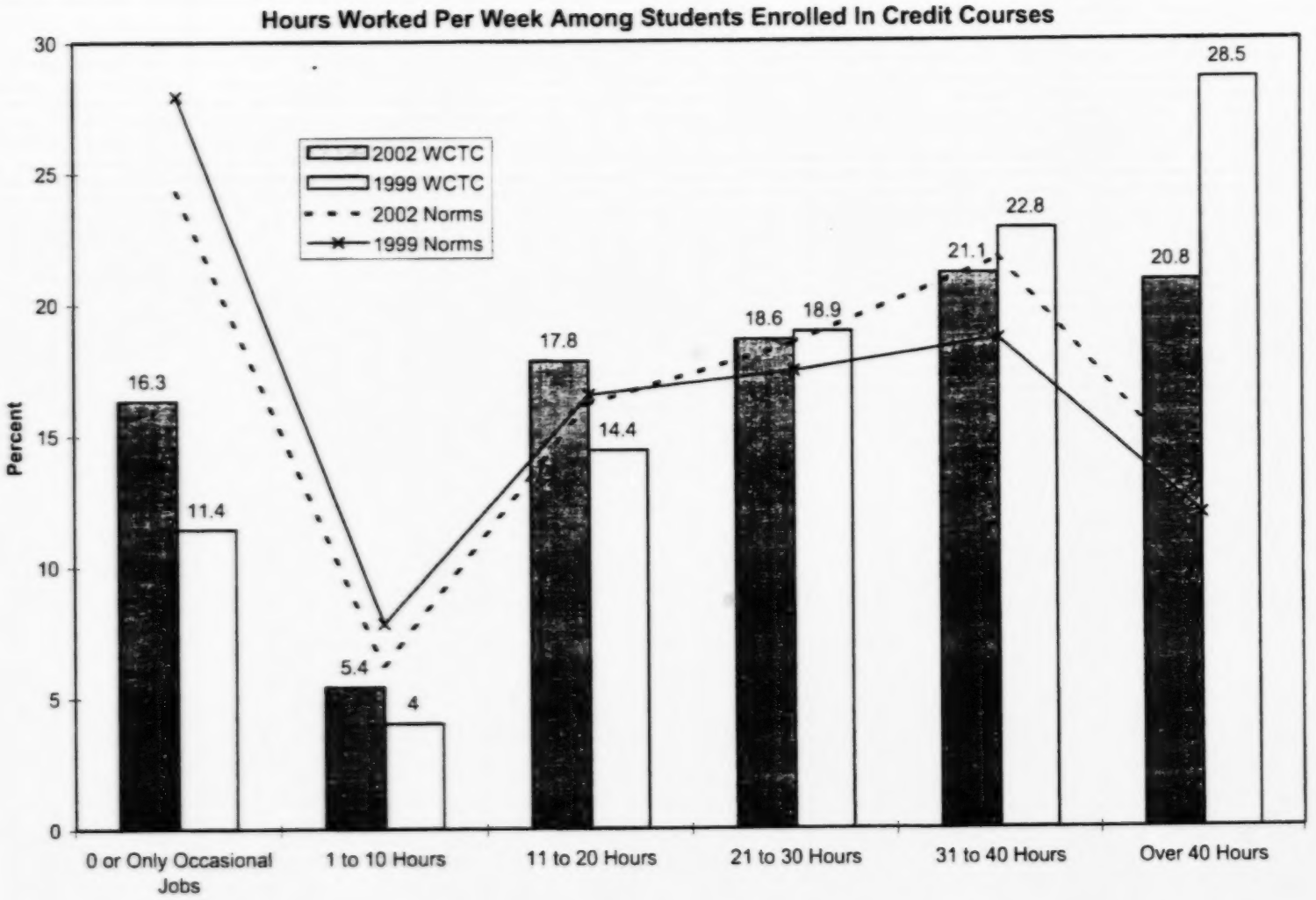
Comparison between the 2002 and 1999 Studies

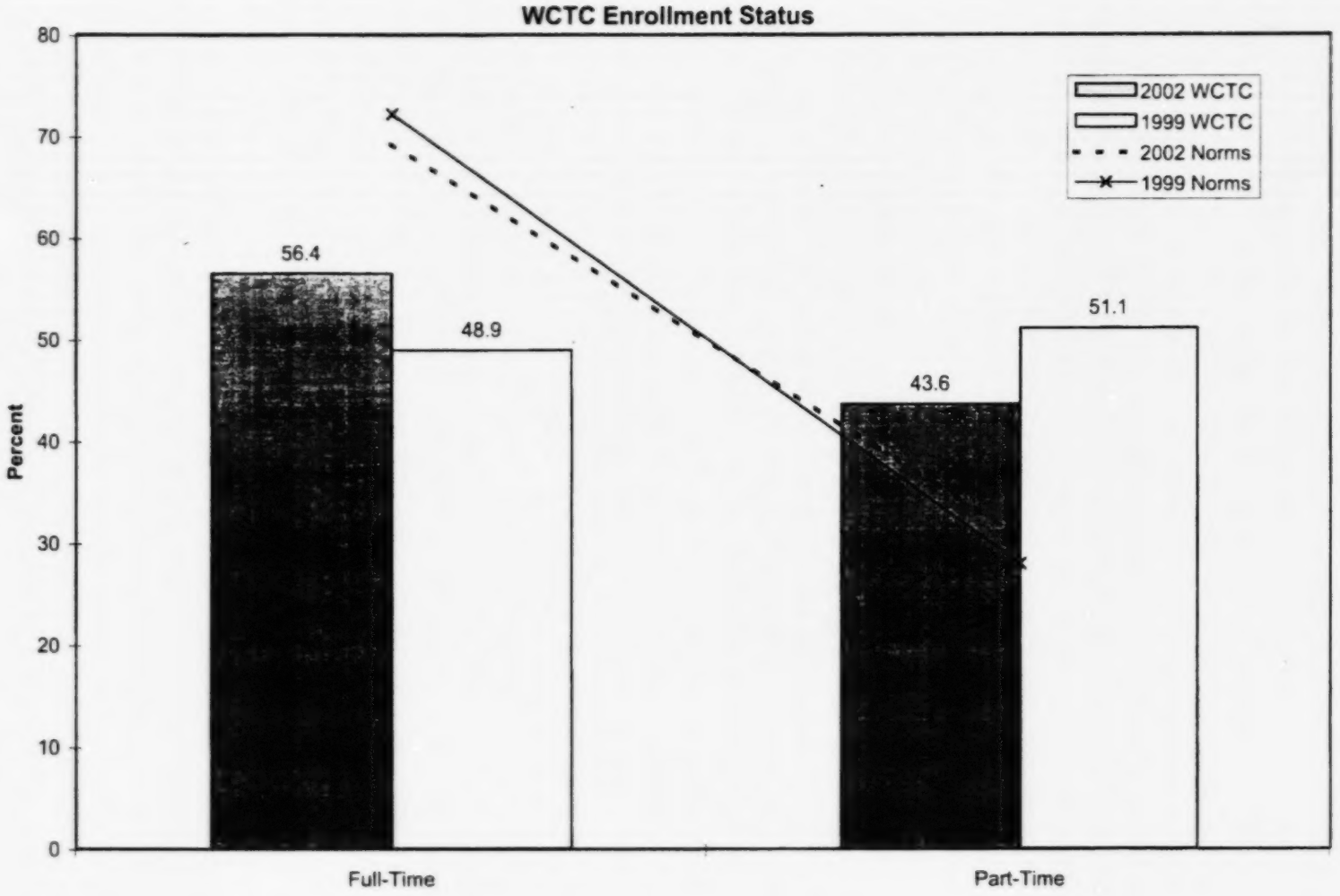
Age 1
Racial/Ethnic Group 2
Gender 3
Hours Worked per Week Among Students Enrolled in Credit Courses 4
Enrollment Status 5
Satisfaction with College Services (Top 11) 6
Satisfaction with College Services (Bottom 9) 7
Largest Positive and Largest Negative Differences with College Services .. 8
Academic Aspects 9
Admissions 10
Rules and Policies 11
Facilities 12
Registration 13
General Aspects 14
Satisfaction Summary: All Aspects (Top Five) 15
Satisfaction Summary: All Aspects (Bottom Five) 16
Largest Positive and Largest Negative Differences with All Aspects 17


Age
2002 WCTC
1999 WCTC
2002 Norms
1999 Norms
Percent
25
20
15
10
5
0
7.7
7.4
12
12.8
10.9
12.7
7.5
6.8
4.2
5.3
11.9
10.5
8.2
9.8
15.2
17.6
21.9
16.5
0.5
0.7
18 or Under
19
20
21
22
23 to 25
26 to 29
30 to 39
40 to 61
62 and over

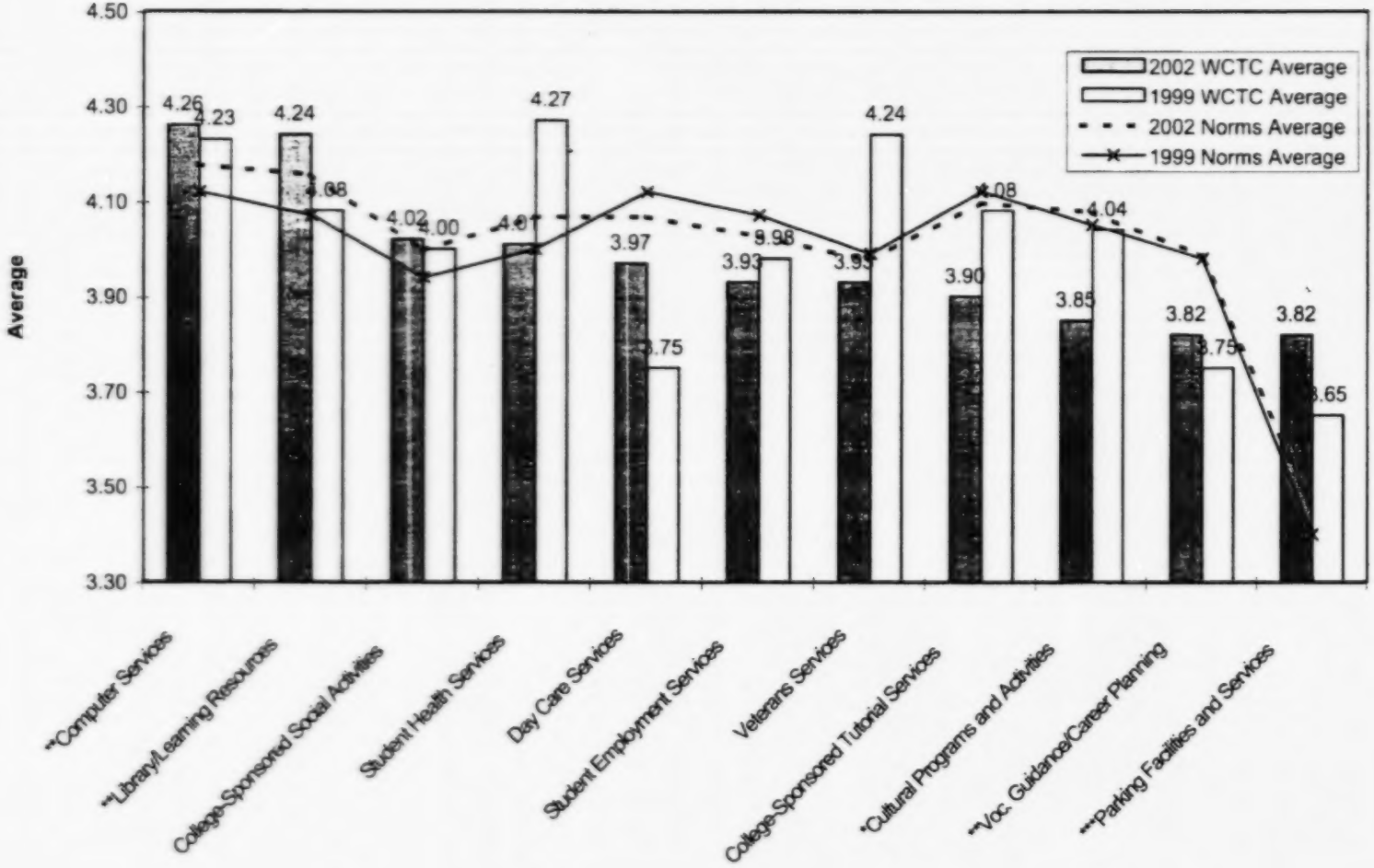

Racial/Ethnic Group
Percent
100
90
80
70
60
50
40
30
20
10
0
2002 WCTC
1999 WCTC
2002 Norms
1999 Norms
2.1
1
0.5
0.5
85.1
86.5
2.8
2.7
1.1
2.4
2
1.5
1.3
1.1
5
4.2
African American or Black
Native American (Indian, Alaskan, Hawaiian)
Caucasian or White
Mexican American, Mexican Origin
Asian American, Oriental, Pacific Islander
Puerto Rican, Cuban, Other Latino or Hispanic
Other
Prefer not to respond


Gender
70
60
50
40
30
20
10
0
Percent
2002 WCTC
1999 WCTC
2002 Norms
1999 Norms
46.8
47.5
53.2
52.5
Male
Female


Hours Worked Per Week Among Students Enrolled In Credit Courses
Percent
30
25
20
15
10
5
0
2002 WCTC
1999 WCTC
2002 Norms
1999 Norms
16.3
11.4
5.4
4
17.8
14.4
18.6
18.9
21.1
22.8
20.8
28.5
0 or Only Occasional Jobs
1 to 10 Hours
11 to 20 Hours
21 to 30 Hours
31 to 40 Hours
Over 40 Hours

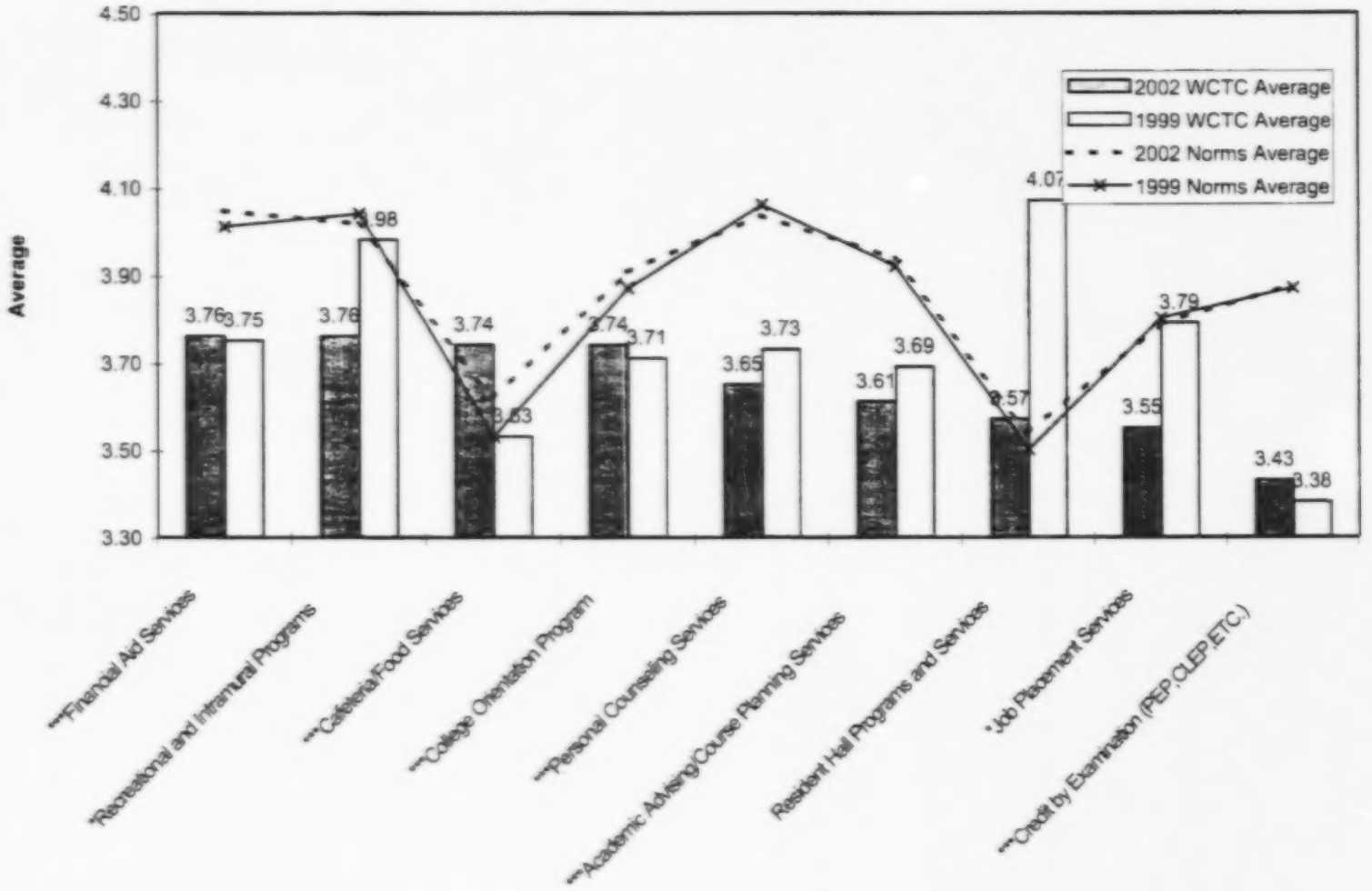

WCTC Enrollment Status
80
70
60
50
40
30
20
10
0
Percent
56.4
48.9
43.6
51.1
2002 WCTC
1999 WCTC
2002 Norms
1999 Norms
Full-Time
Part-Time

Satisfaction with College Services for Those Who Have Used This Service (Top 11)



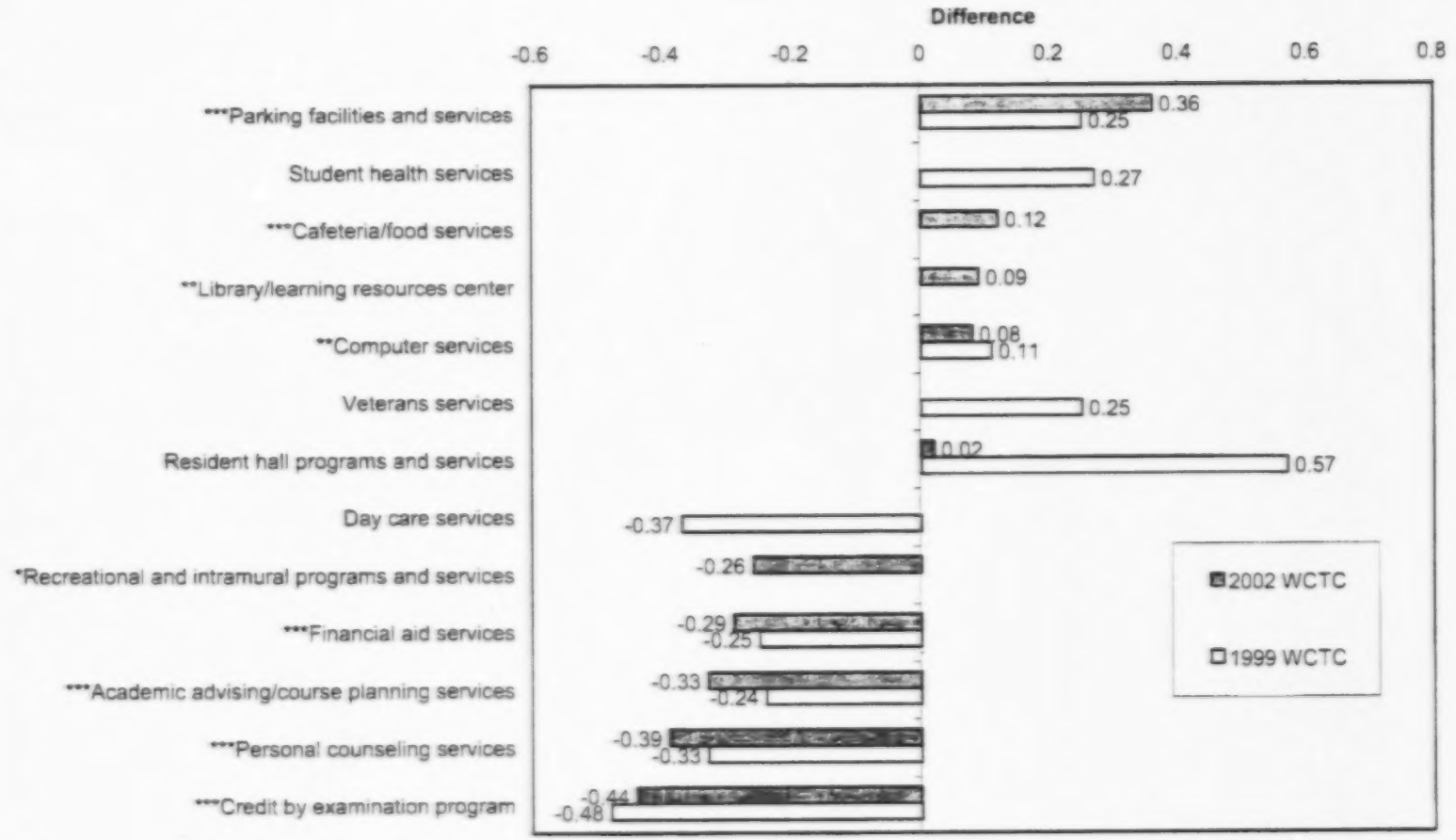
Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Satisfaction with College Services for Those Who Have Used This Service (Bottom 9)

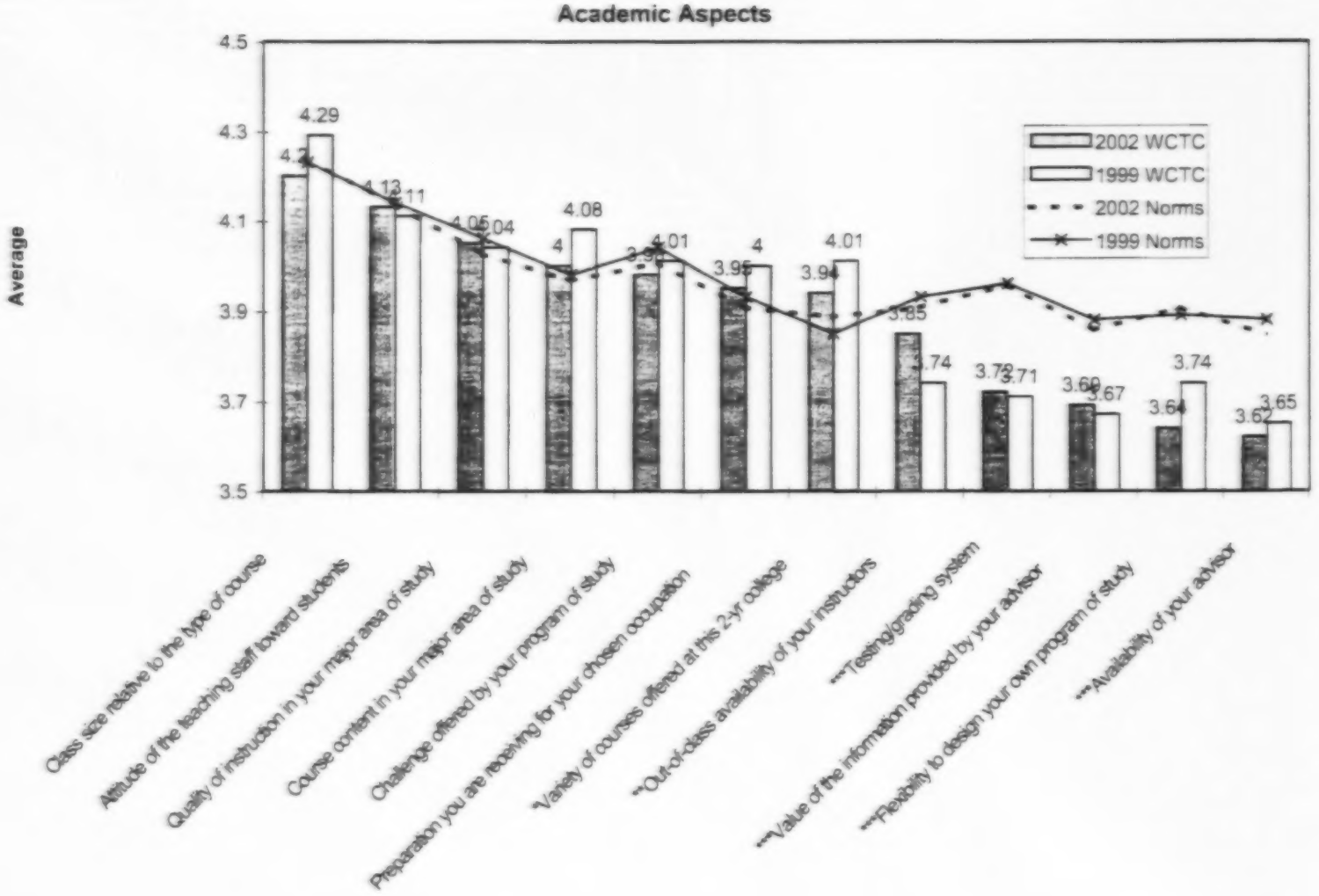


Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

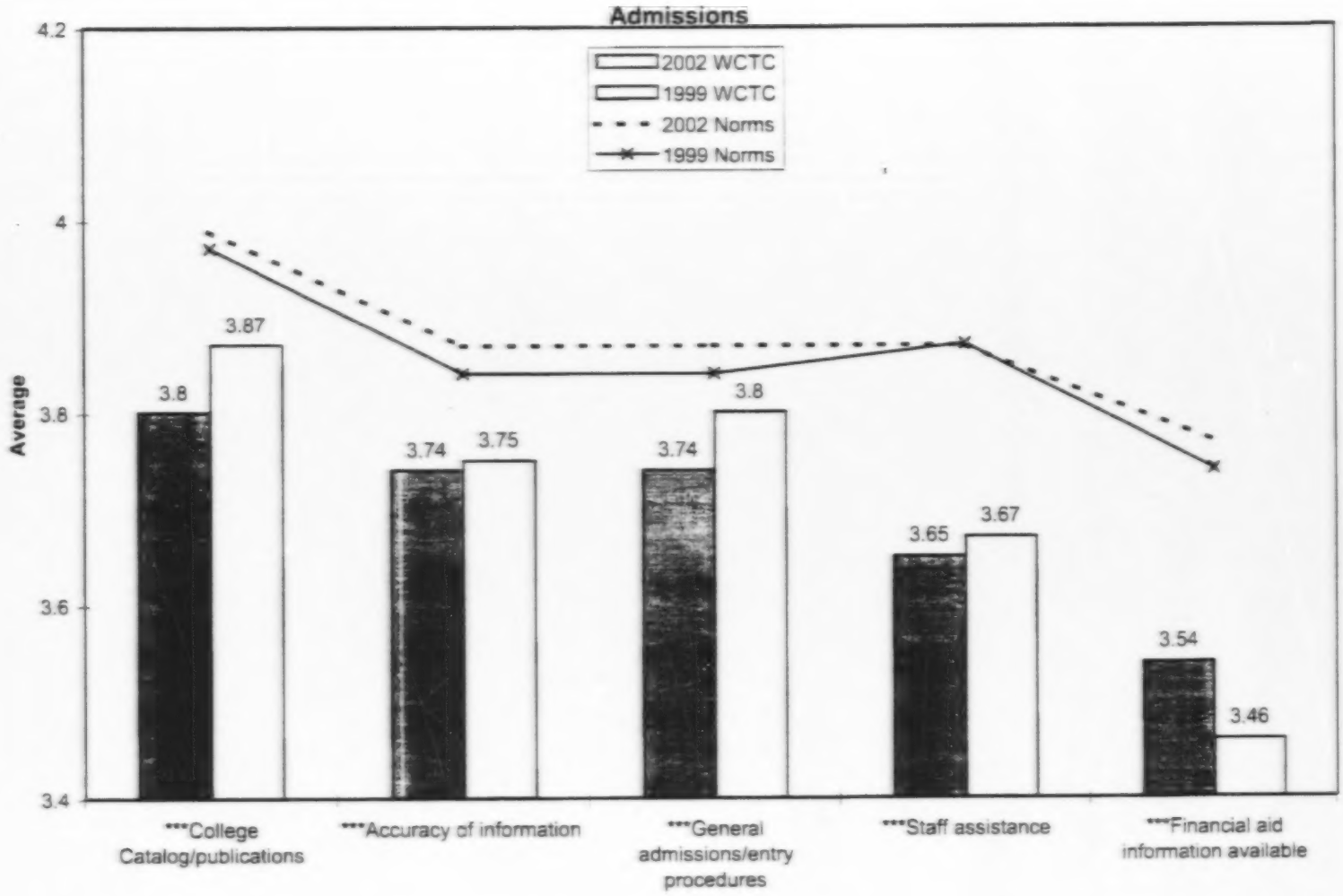
Largest Positive and Largest Negative Differences between WCTC's Averages and the National Averages of Satisfaction Level with the Services of this College



Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

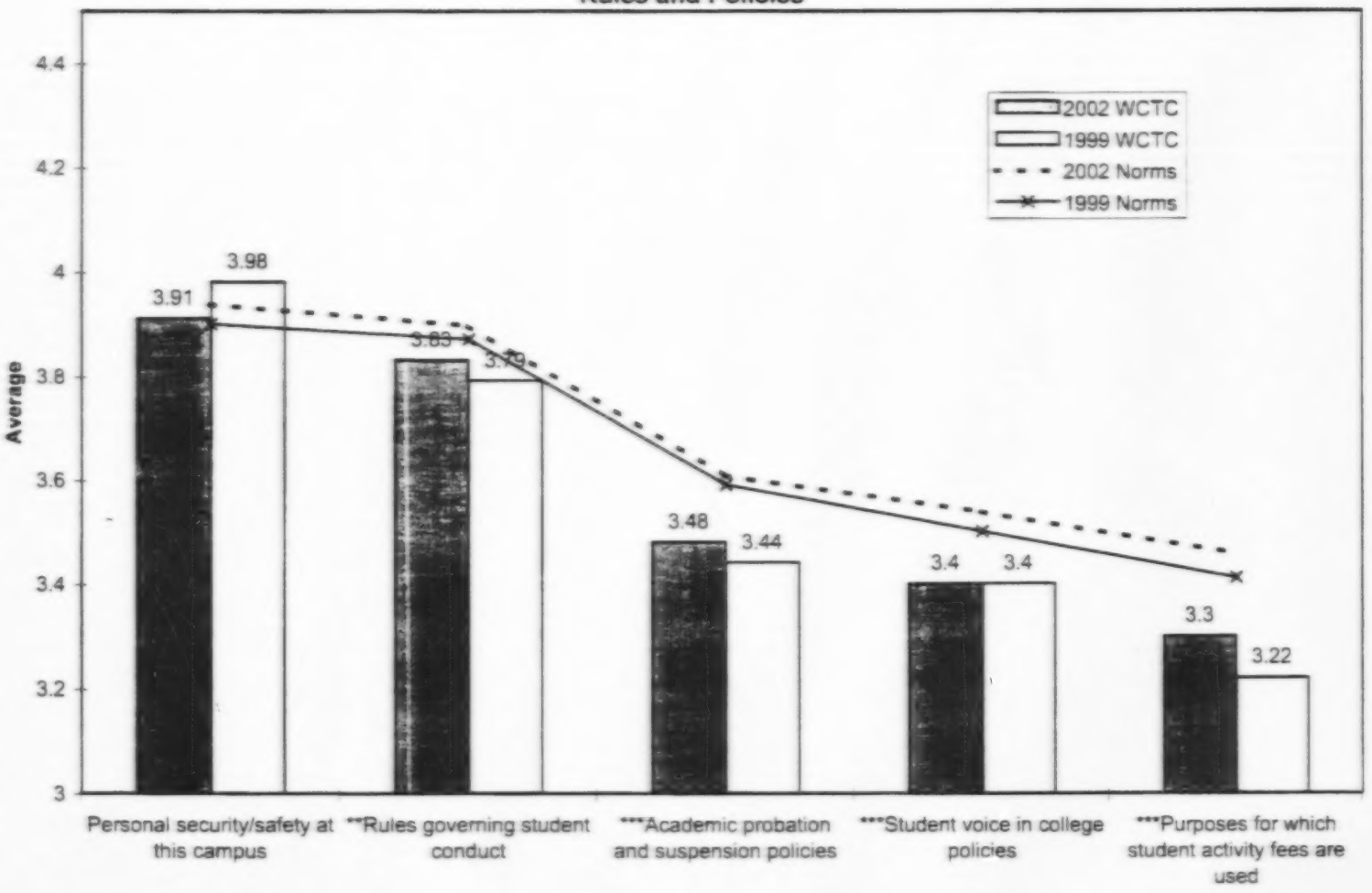


Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)



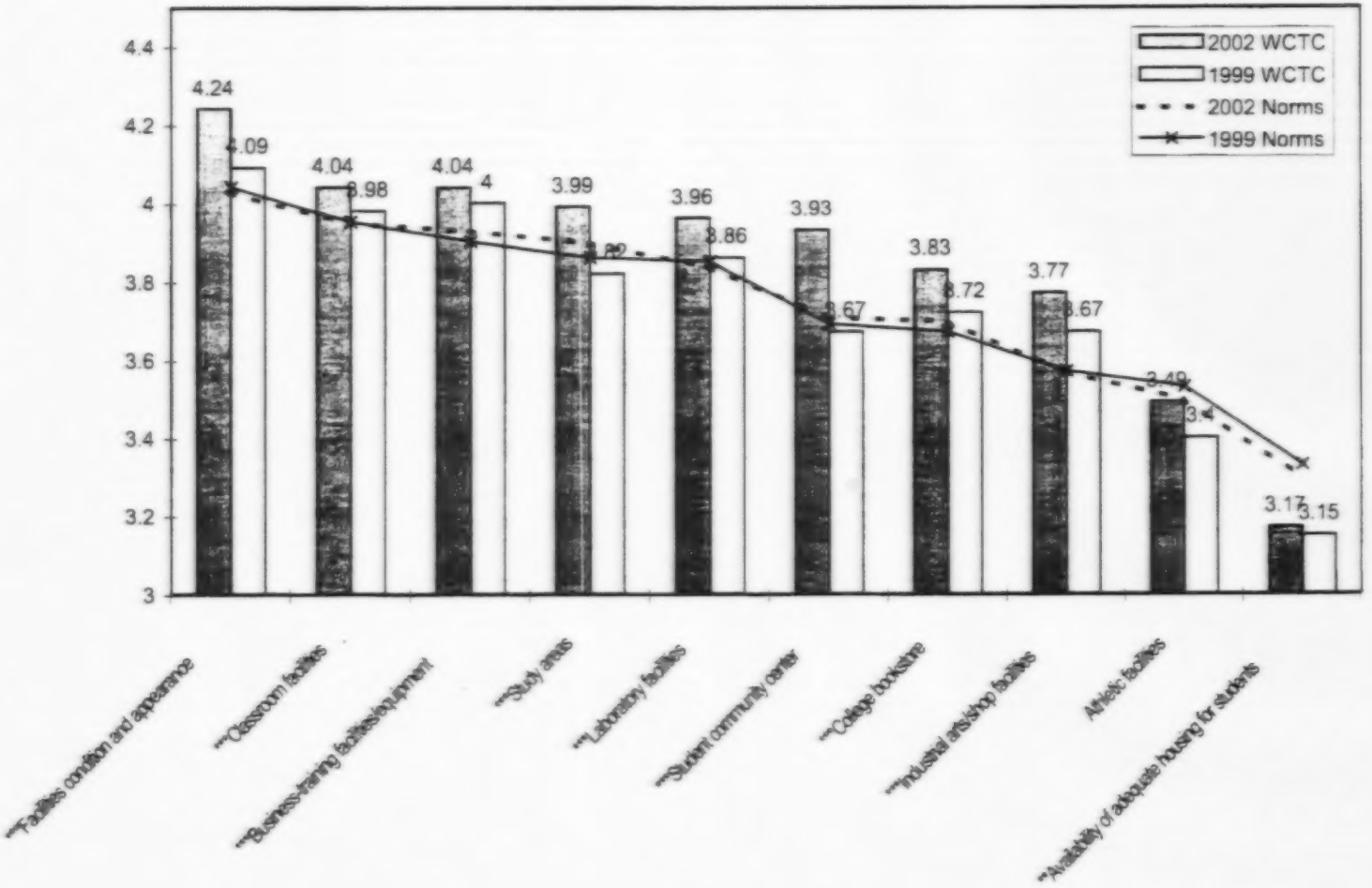
Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Rules and Policies



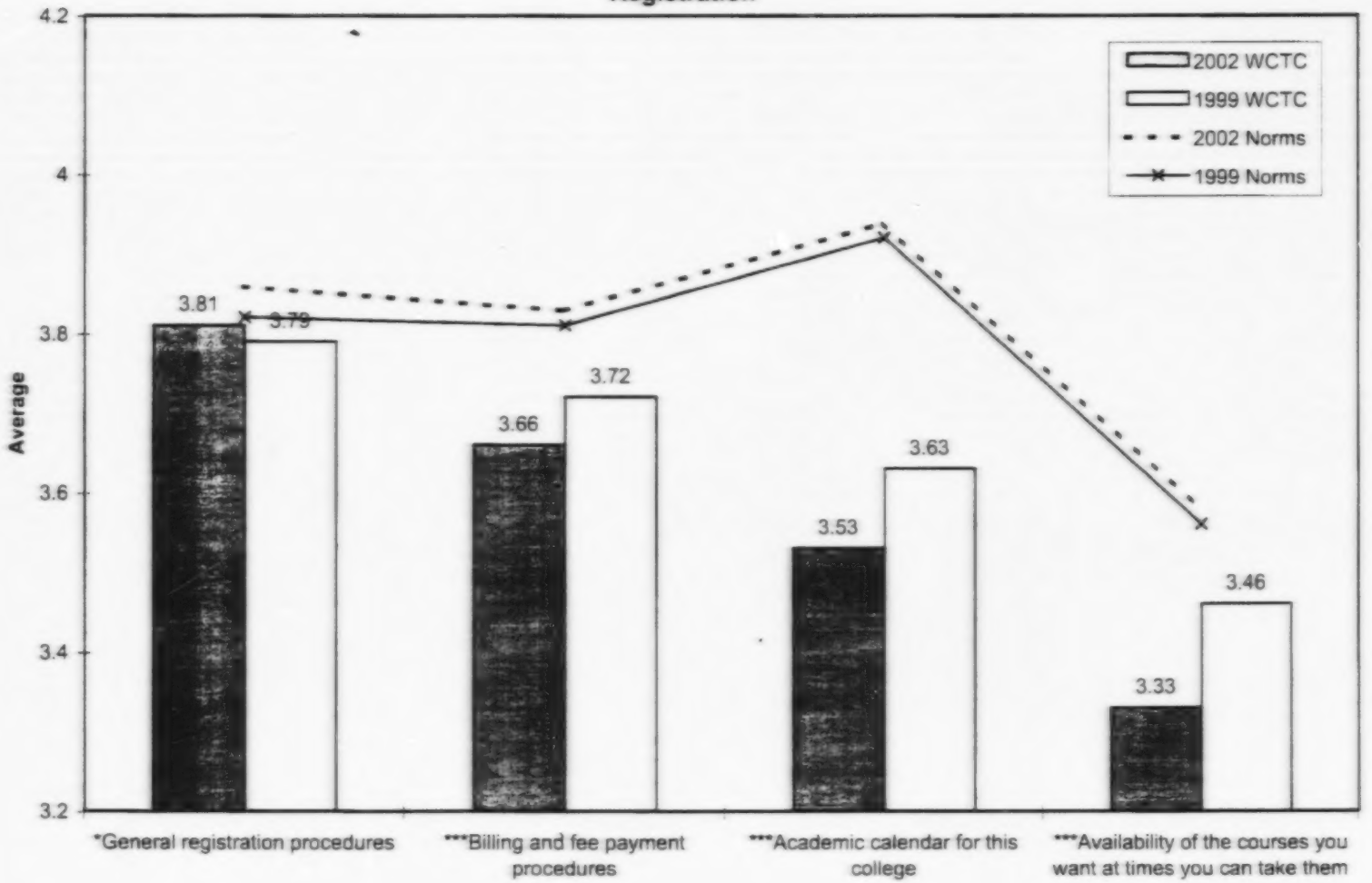
Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Facilities

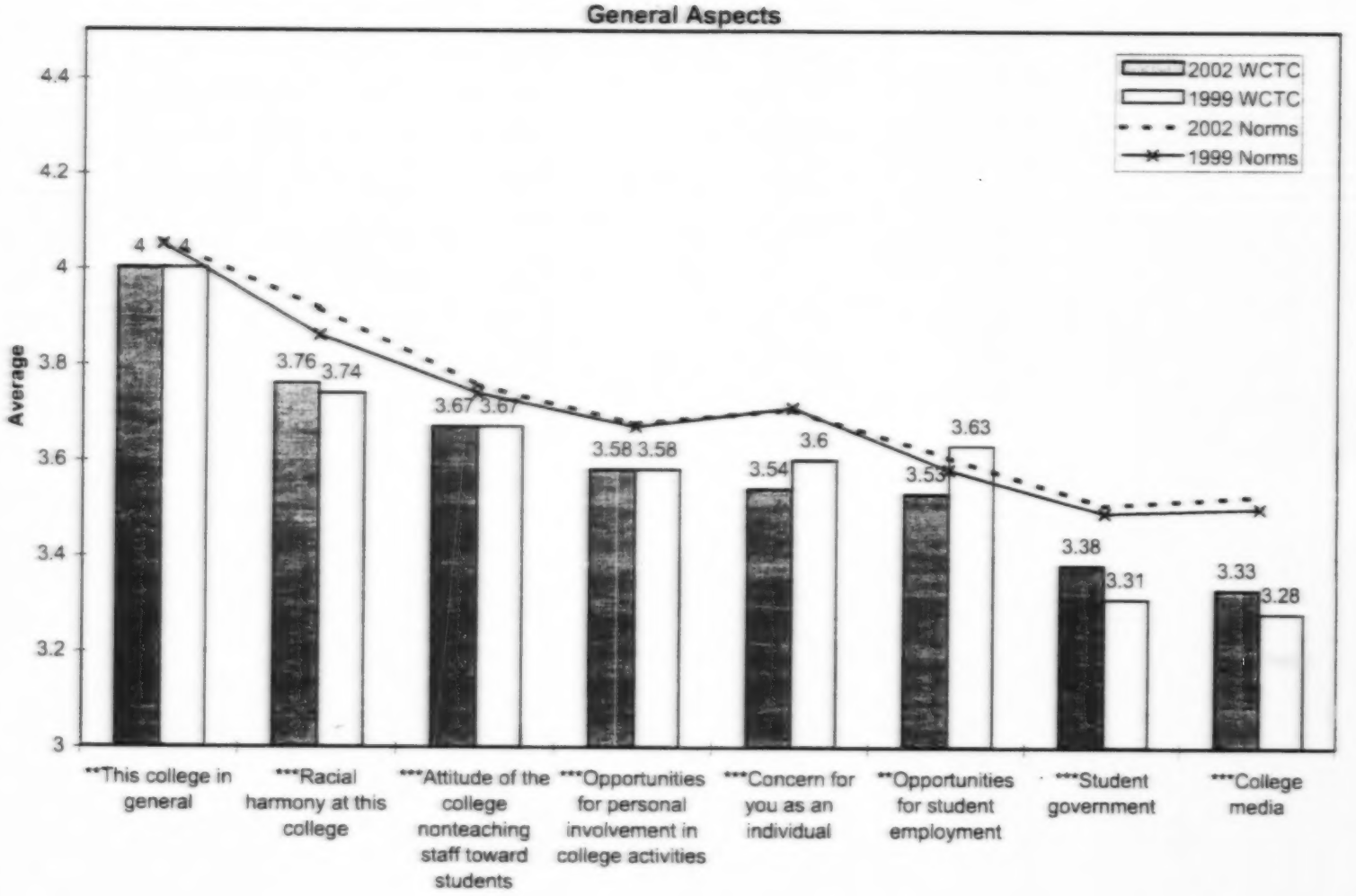


Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Registration

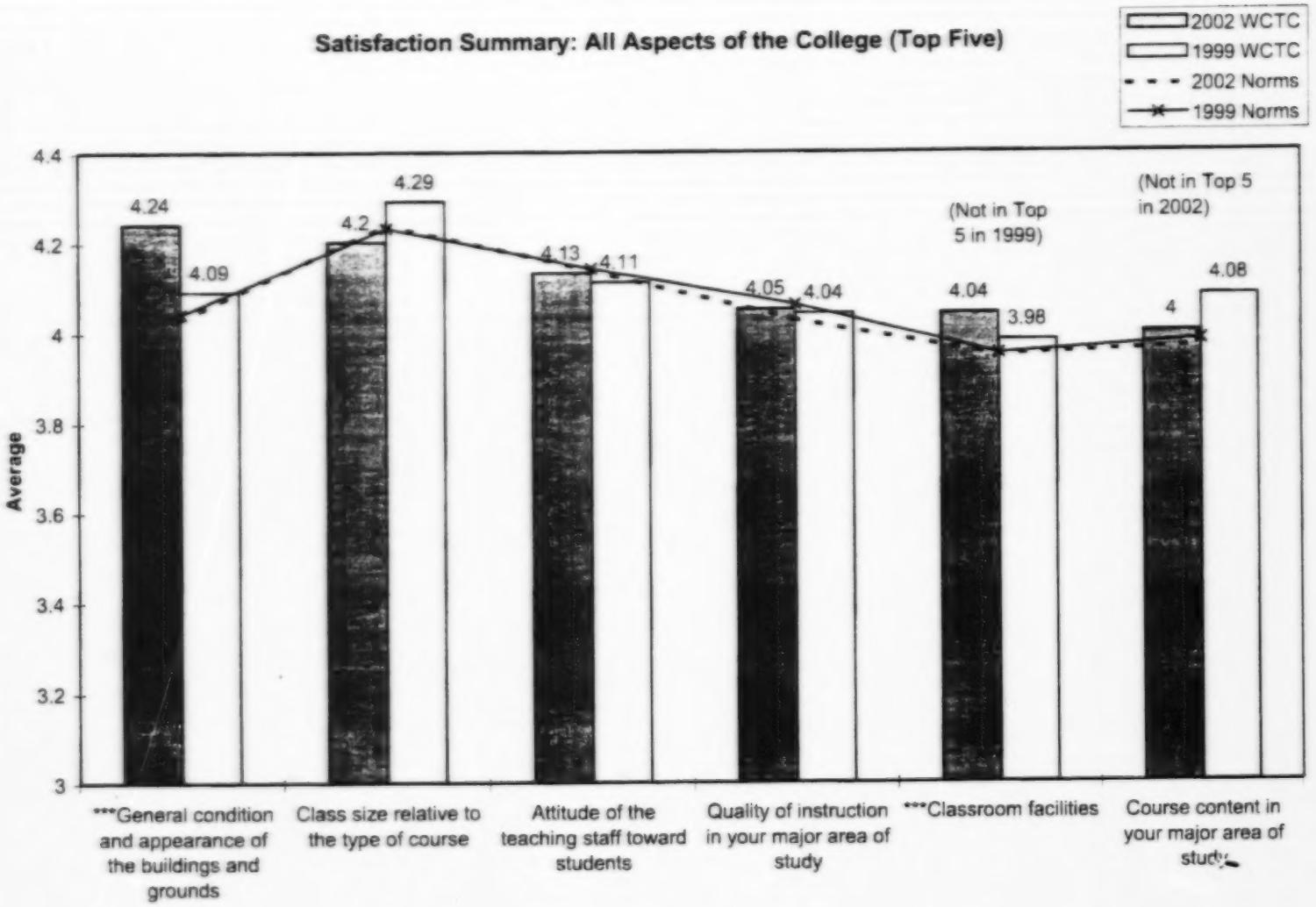


Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)



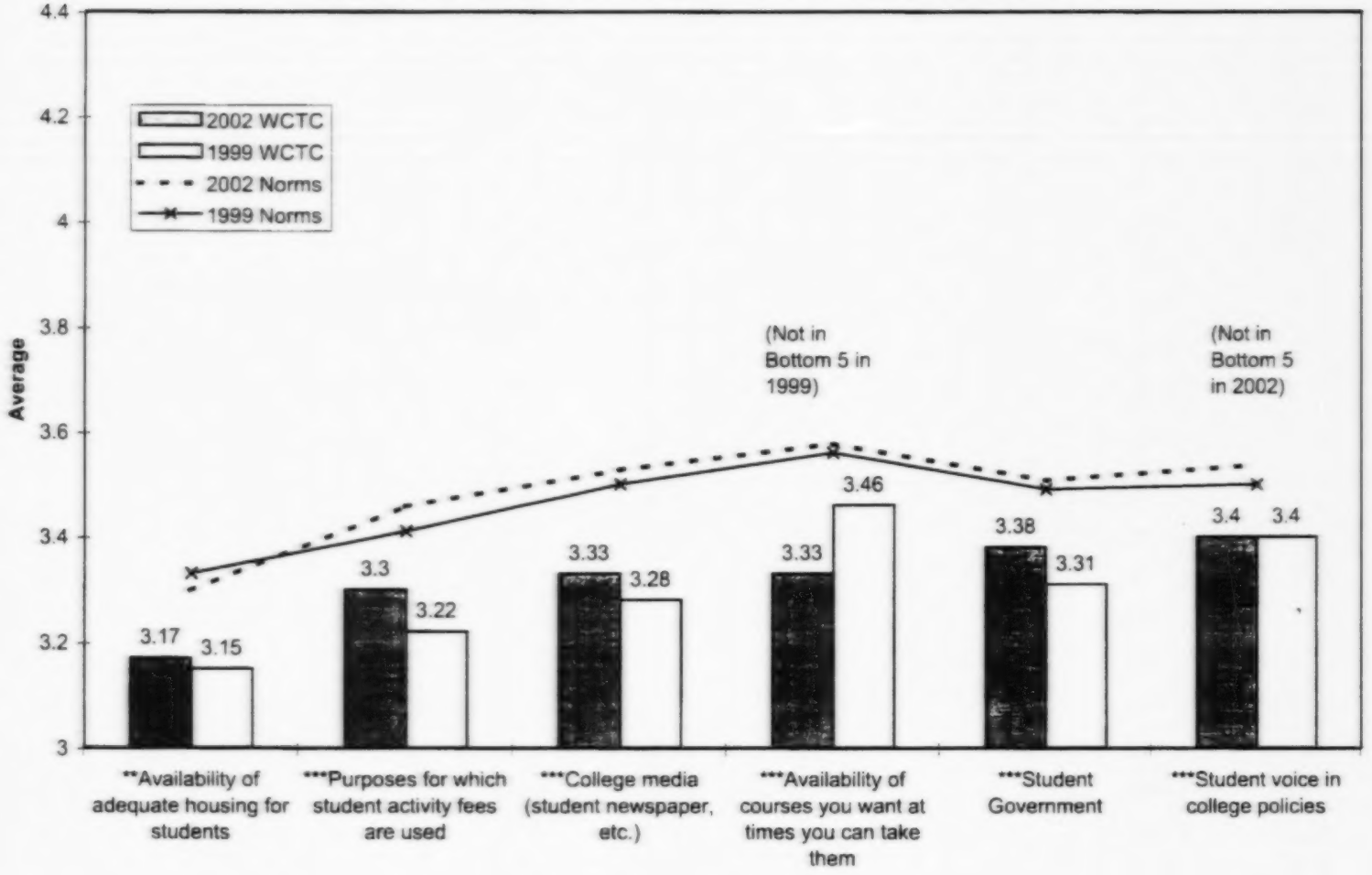
Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Satisfaction Summary: All Aspects of the College (Top Five)



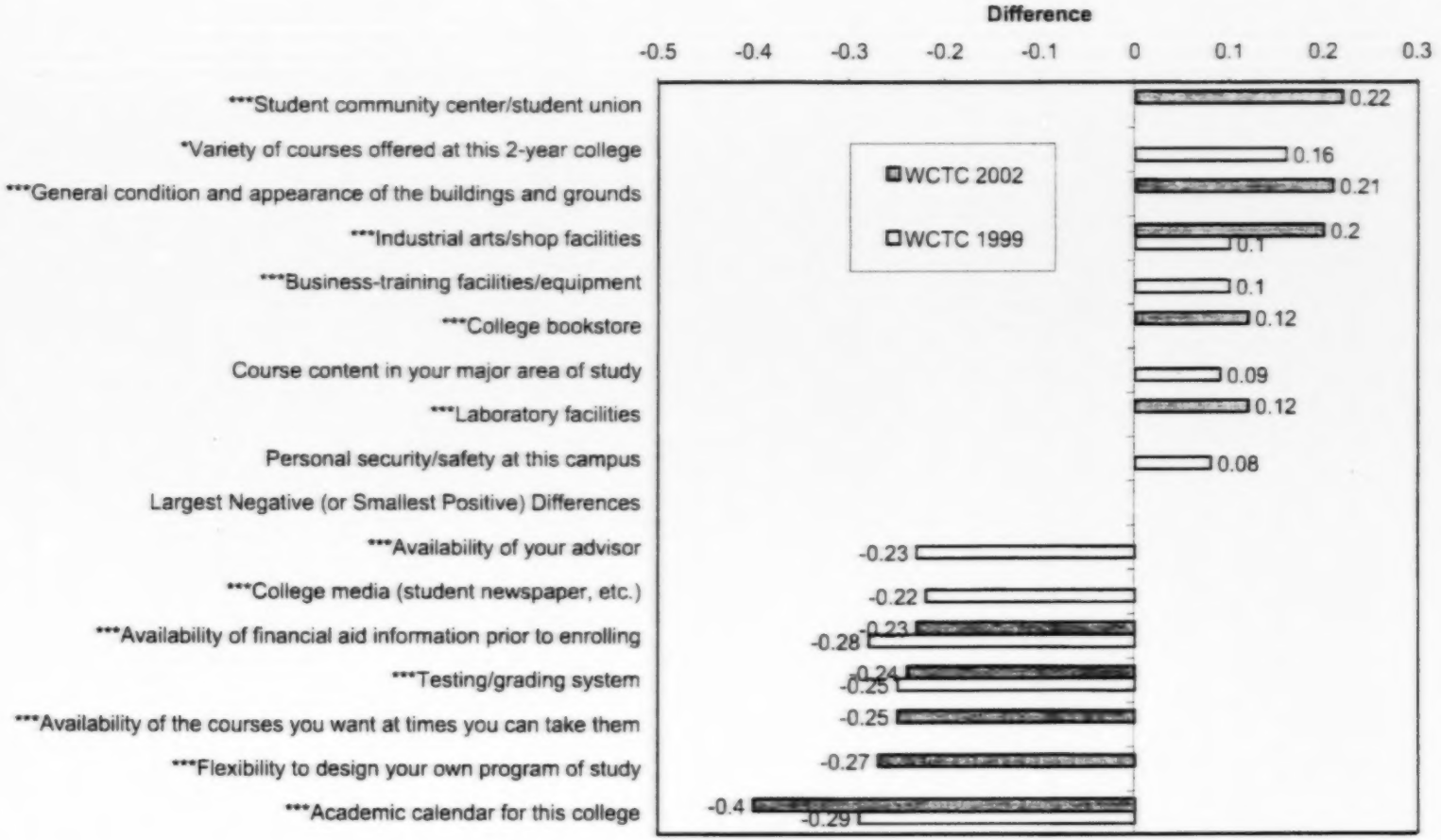
Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Satisfaction Summary: All Aspects of the College (Bottom Five)



Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

Largest Positive and Largest Negative Differences between WCTC's Averages and the National Averages of the Satisfaction Level with <u>All Aspects</u> of this College



Difference between 2002 WCTC average and Norm average statistically significant at the .05 level (*); .01 level (**); .001 level (***)

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